



312066 0280 9970 8

Annual Report

OF THE

MONTAGUE

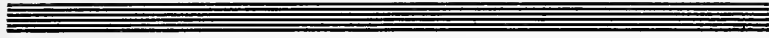
PUBLIC SCHOOLS



JS
1156
M69
A13
1952

1952

Digitized by the Internet Archive
in 2010 with funding from
Boston Library Consortium Member Libraries

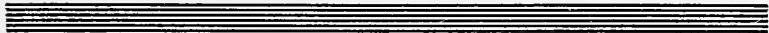


ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
Town of Montague

For the Year Ending December 31, 1952



Consider the School Appropriation, not as a tax but as an investment in the development of the spiritual, mental, physical and social qualities essential to individual happiness and responsible citizenship in a Democracy.



FRANKLIN COUNTY PRESS., Inc. - Printers
Turners Falls, Mass.

SCHOOL COMMITTEE

CHAIRMAN

Raymond M. Welsh

CLERK

Mrs. George A. Gunn

COMMITTEE

Name	Residence	Term expires
Raymond J. George	Montague	1955
Mrs. George A. Gunn	Montague	1954
Richard O. Guy	Turners Falls	1953
Mrs. John J. Mackin	Millers Falls	1955
Dr. Edmund Olchowski	Montague City	1955
Philip D. Shanahan	Turners Falls	1954
Matthew Variest	Turners Falls	1953
Russell Webster	Turners Falls	1953
Raymond M. Welsh	Montague City	1954

Monthly meetings of the School Committee are held in the Conference Room of the Turners Falls High School.

Superintendent of Schools

Arthur E. Burke, 15 Crocker Avenue

Turners Falls, Mass., Telephone 534

Office: Turners Falls High School - Telephone 505

Secretary to Superintendent of Schools

Catherine M. Kelley, 8 Chestnut Street

Turners Falls, Mass., Telephone 529

Office Hours:

Daily 8:30 a.m. to 12:00 1:15 p.m. to 5:00 p.m.

Saturday 9:00 a.m. to 12:00

The Superintendent may be seen at his office by appointment.

ROSTER OF PERSONNEL **Turners Falls High School**

Name	Position	Where Educated	Began Service
George F. Wrightson	Principal	Holy Cross, A.B.	1929
Charles H. Galvin	Science	University of Mass., M.S. *	1931
Richard E. Putnam	Science, Physical Education	Norwich University *	1946
Edward Bourdeau	Science, Math.; Asst. Coach	Springfield College *	1948
William F. Schultdt	Head Coach, Physical Education, Social Studies	University of Mass. *	1951
Christopher T. Garrahan	History, Tennis	Ithaca College, B.S. Bridgeport University, M.S. *	1950
Alice Teed	English, Dramatics School Paper	Boston College, A.B. Fordham University, M.A. *	1929
Helen McGillicuddy	English, Library	Emerson, B.L.I.	1932
William J. Connelly	English, Spanish	University of N. H., M.A. *	1948
Frederick Oakes	English, Visual Ed.	Connecticut College Amherst College *	1943
Louise M. Clark	Latin	Tufts College, A.B.	1933
Florence C. Porter	French	University of Mass., M.S. *	1934
Evelyn C. Lindsay	Mathematics	University of Vermont *	1928
Olive L. Little	Commercial	Middlebury College, B.A. and M.A. *	1926
Elizabeth Withington	Commercial	Bates College, A.B., Columbia University, M.A. *	1950
Margaret Crean	Commercial	Bay Path Institute *	1937
Alice H. Reum	Home Economics	Smith College, A.B.	1937
Ernest Pike, Prin. of Grammar School	Manual Training, Mech. Drawing	Northampton Comm. College *	1947
* Plus Professional Improvement Courses		University of Mass. *	
		Framingham Teachers College *	
		Fitchburg Teachers College, B.S., M.S. *	

Grammar School

Name	Position	Where Educated	Began Service
Mrs. Ellen A. Trembl	Grades 7-8, Arith.	Westfield Teachers College *	1904
Blondena J. Argy	Grade 7, English	Fitchburg Teachers College *	1921
George F. Bush	Grades 7-8, Science	Williams College *	1952
	Boys' Athletic Coach	University of Mass.	
Anna R. Daley	Grades 7-8, Geog.	Fitchburg Teachers College *	1911
Rose S. Shanahan	Grades 7-8, History	Fitchburg Teachers College *	1917
Mrs. Rita Kersavage	Grade 8, English	North Adams Teachers College *	1939
Lucille Grogan	Grade 6	Fitchburg Teachers College *	1932
Sophia Hart	Grade 6	Worcester Teachers College *	1949
Mrs. Edith M. Keough	Grade 5	Westfield Teachers College *	1924
Dorothy M. Thomas	Grade 5	Regis College *	1951
Victor A. Mushenski	Special	Fitchburg Teachers College, B.S. Columbia University, M.A. *	1951

New 8th Street School

Margaret E. Shea	Grade 3	Fitchburg Teachers College *	1910
Catherine H. Leary	Grade 3	Westfield Teachers College *	1914
Amy Clark	Grade 4	Fitchburg Teachers College *	1950
Alice P. Desautels	Grade 4	Anna Maria College *	1950

Central Street School

Mrs. Marjorie E. O'Connell	Principal, Grade 1	Framingham Teachers College *	1935
Barbara E. Bradley	Grade 1	North Adams Teachers College	1951
Marjorie E. Studer	Grade 2	Lesley School *	1933
Mrs. Elizabeth Kabaniec	Grade 2	Fitchburg Teachers College *	1944

* Plus Professional Improvement Courses

South End School

Name	Position	Where Educated	Began Service
Mary A. Miner, Prin.	Grades 1-2	Castleton Normal (Vt.) *	1923
Jean T. Couture	Grades 3-4	Regis College *	1950
Mollie E. Stratton	Kindergarten	North Adams and Fitchburg Teachers College *	1942
Montague City School			
Lenita Clark, Prin.	Grades 3-4	North Adams Teachers College *	1944
Helen Kelleher	Grades 5-6	College of New Rochelle *	1948
Mrs. Katherine McLaughlin	Grades 1-2	North Adams Teachers College *	1951
Highland School, Millers Falls			
Beatrice Alber, Prin.	Grade 1	North Adams Teachers College *	1928
Teresa Lobley	Grade 2	Our Lady of the Elms College *	1952
Ethel Clayton	Grades 3-4	Boston University *	1949
Agnes K. Griffin	Grade 5	Westfield Teachers College *	1926
Virginia E. Stoughton	Grade 6	Bates College *	1949
Marian E. Cowan	Special	University of Maine *	1930
Mrs. Edith Cadran	Kindergarten	Boston Teachers College *	1951
Montague Center School			
William Earley, Prin.	Grade 5	Castleton Teachers College *	1951
Marion Louise Gee	Grade 6	Keene Normal *	1943
Mrs. Cecelia Kocsis	Grade 4	Westfield State Teachers College *	1952
Mery C. O'Brien	Grade 3	Mass. School of Art *	1944
Mrs. Jessie L. Wheeler	Grade 2	Westfield Teachers College *	1905
Christine Batten	Grade 1	Keene Teachers College *	1945
Mrs. Colette Powers	Kindergarten	Rhode Island Col., Ed. B., Columbia Univ., M.A. *	1951

* Plus Professional Improvement Courses

Supervisors

Name	Position	Where Educated	Began Service
Florence E. Argy	Vocal Music	Eastman School of Music University of Rochester *	1931
Benjamin Weiner Lydia DesOrmeaux	Instrumental Music Art	Julius Hartt Music Foundation*, Boston Un. Lowell Teachers College, Mass. School of Art *	1946 1923
Mrs. Helen C. Reidy Mrs. Beda Langevin	Physical Education Lip Reading and Speech Correction	Sargent School of Physical Education * University of New Hampshire, Clarke School for the Deaf	1941 1946

School Nurse

Euphrasia Purrington, R. N.	New England Deaconness Hospital, Simmons College *	1945
-----------------------------	---	------

School Physician

Dr. Kenneth W. B. Jacobus
Dr. Emid D. Elgoin
Dr. Warren D. Thomas

Turners Falls
Millers Falls
Montague

Attendance Officer

James P. McHugh

Turners Falls

Secretaries

Catherine M. Kelley
Therese Parks

Superintendent's Office
High School Office

* Plus Professional Improvement Courses

Janitors

Louis Puhala	Turners Falls High School
George Villeneuve	Turners Falls High School
Edward P. Shanahan	The Grammar School
Harry Escott	New 8th St. and Central St. Schools
Alexander Girard	Repair Man, Janitor of South End School
Joseph Leveille	Montague City School
Laurence Marvel	Highland School, Millers Falls
Robert Ross	Montague Center School

CALENDAR FOR 1953

High School

Open January 5, 1953 - Close February 20, 1953	7 weeks
Vacation 1 week	
Open March 2, 1953 - Close April 17, 1953	7 weeks
Vacation 1 week	
Open April 27, 1953 - Close June 19, 1953	8 weeks
	<hr/>
	22 weeks
Open September 9, 1953 - Close December 23, 1953	16 weeks
	<hr/>
	38 weeks

Elementary Schools

Open January 5, 1953 - Close February 20, 1953	7 weeks
Vacation 1 week	
Open March 2, 1953 - Close April 17, 1953	7 weeks
Vacation 1 week	
Open April 27, 1953 - Close June 12, 1953	7 weeks
	<hr/>
	21 weeks
Open September 9, 1953 - Close December 23, 1953	16 weeks
	<hr/>
	37 weeks

SCHOOL HOLIDAYS

Friday, April 3, 1953	Good Friday
Monday, September 7, 1953	Labor Day
Tuesday, September 8, 1953	Organization Meeting of Teachers
Wednesday, September 16, 1953	Franklin County Fair
Friday, October 1953	Franklin Co. Teachers' Convention
Monday, October 12, 1953	Columbus Day
Wednesday, November 11, 1953	Armistice Day
Thurs.-Fri., Nov. 26-27, 1953	Thanksgiving Recess

NO SCHOOL SIGNAL

It will be the policy of the School Department to sound the NO-SCHOOL SIGNAL only in cases of extreme weather conditions. Many pupils are transported to school and conditions in the several precincts may vary so that it may be difficult to reach a decision that is equally fair to all pupils.

Therefore, when it has been decided to keep schools open on stormy days, parents are urged to exercise their personal judgment as to the wisdom of sending their children to school.

The NO-SCHOOL SIGNAL will be two blasts of the fire alarm signal repeated once (2-2).

at 7:15 a.m. indicates NO-SCHOOL for Turners Falls High School
at 7:45 a.m. indicates NO MORNING SESSION in elementary schools

at 12:30 p.m. indicates NO AFTERNOON SESSION in elementary schools

The NO-SCHOOL announcement will be made from Radio Station WHAI.

at MILLERS FALLS the signal will be two blasts from the fire alarm signal repeated once (2-2).

at MONTAGUE CENTER the pupils will have to depend chiefly on the radio announcement from Station WHAI and information from the drivers of the school busses who will use all means possible to circulate information.

REPORT OF CHAIRMAN OF THE SCHOOL COMMITTEE

To the Citizens of Montague:

The Montague School Committee organized on March 6, 1952 with Mr. Raymond Welsh as Chairman and Mrs. Alice Gunn as Clerk. Sub-committees were appointed as follows:

Maintenance and Repairs

Raymond J. George, Chairman
Richard Guy
Matthew Variest

Transportation

Philip D. Shanahan, Chairman
Mrs. Annah Mackin
Mrs. Alice Gunn
Russell Webster

Evaluation

Mrs. Annah Mackin, Chairman
Matthew Variest
Dr. Edmund Olchowski
Richard Guy

Approval of School Expenditures

Raymond M. Welsh, Chairman
 Phillip D. Shanahan
 Russell Webster

Budget Committee

Russell Webster, Chairman
 Mrs. Alice Gunn
 Philip D. Shanahan
 Raymond J. George

Personnel Committee

Matthew Variest, Chairman
 Dr. Edmund Olchowski
 Mrs. Annah Mackin

Athletics Committee

Richard O. Guy, Chairman
 Dr. Edmund Olchowski
 Raymond J. George

There were twelve regular meetings and three special meetings and, in addition, there were twenty-eight meetings of the several sub-committees.

The Montague School Committee has assumed its responsibilities with the realization that its members are public servants who have been elected to carry out the wishes and mandates of their constituents, in accordance with the laws of the Commonwealth. The source of all powers of the school committee is the State and not the towns and cities. Making provision for the education of children is regarded everywhere as an obligation of the State. The Commonwealth, through its State Department of Education, maintains a general supervision and control of the public schools but delegates the details of administration to those people elected to school committees in the cities and towns. School committees, therefore, are agents of the State for the purpose of carrying out the laws and educational policies of the State.

In many matters which a school committee must consider, the laws are silent and the committee must follow its best judgment and use its discretion. The administration of a school system requires the performance of three functions, namely: policy making; executive; and appraisal. Your school committee has devoted considerable time to the direction of matters of school policy and has refrained from enacting rules and regulations without having a basis of information. The Superintendent of Schools, as the executive officer of the committee, has secured, organized and presented to the committee the information we have needed in our deliberations.

The execution of our policies should be left wholly to school officials, teachers and other school employees because the function of the school committee is not to run the schools but to see that they are run, and how they are run. This last function is really an appraisal. To assist the school committee in this matter, the Department of Education of the Commonwealth of Massachusetts was invited by the Montague School Committee to conduct a careful and comprehensive study of the Montague Schools in respect to the following:

1. The curriculum - especially in the elementary school.
2. The qualifications of teachers and supervisory staff.
3. The need for a director of guidance.
4. The need for an elementary supervisor.
5. The athletic program in the high school.
6. The music program throughout the school system.
7. The commercial department of the high school.
8. The schedule of the school day, especially as it is affected by the factor of transportation.

The Evaluation Committee of the Massachusetts Department of Education was composed of the following members:

Warren E. Benson, Supervisor of Guidance and Placement
 Mrs. Martina McDonald Driscoll, Supervisor of Music
 Bruce Jeffery, Professor, State Teachers College, Salem
 Daniel J. Kelly, Supervisor of Physical Education
 Mary A. O'Rourke, Supervisor of Elementary Education
 Patrick J. Sullivan, Director, Division of Elementary and
 Secondary Education and State Teachers Colleges

A. Russell Mack, Chairman, Supervisor of Secondary Education

Visits were made to Montague by members of the committee including an evening meeting with the school committee and with officials and teachers. The Department of Education Committee was favorably impressed with the forward-looking policies of the Montague school authorities. They spoke well of the reputation of our school system and of our teaching staff as they had observed them. We received a typewritten report of the survey and authorized the re-print of one hundred copies of the survey report for distribution among the teachers, school committee and school officials.

It will be the policy of the school committee to consider the recommendations of the survey in order of their importance and to carry out the proposals only after a thorough and intensive study has been made of the problem as it pertains to the educational interests of our town. For information regarding the survey, we refer you to the report of the Superintendent of Schools.

Some of the problems studied by the Montague School Committee during 1952 were:

1. Revision of rules and regulations pertaining to the use of school property.
2. Municipal and private ownership of school busses.
3. Maintenance and repair projects with the idea of modernizing school buildings with particular reference to lighting and interior decorating.
4. Revision of teachers' salary schedule.
5. Award of new school transportation contracts.
6. Study and approval of a Guidance Program to be inaugurated in September 1953.
7. Length of school day in Grades 7-8-9-10-11-12.
8. Further development of high school athletic field and play area.
9. Organization of a committee to make a study of the educational needs of the town in the form of a long-range planning program.
10. Appraisal of our athletic program.

11. Development of plans for the conduct of the Western Massachusetts Music Festival to be held in Montague in May 1953.

The Maintenance and Repairs Committee has accomplished much in the modernization of our school buildings. This committee has met a number of times during the year and has visited and inspected each school in an attempt to determine the needs. Bids have been solicited from contractors for all major projects.

The Athletics Committee met with the physical education instructors in an effort to determine policies regulating our sports program. The Personnel Committee has worked with the Superintendent of Schools in the selection of candidates and has convened to study personnel problems.

The Transportation Committee traveled over the bus routes and studied policies to govern our school transportation problems. The Budget Committee devoted considerable time to the planning and preparation of the 1953 budget. The Evaluation Committee met with State Department representatives and local school officials during the period of the school survey.

Because of economic conditions, the school committee has had to spend some time in the study of salary matters and, in respect to the local salary schedule, we report that over the past five or six years the School Committee has endeavored to adjust the salaries and wages of school department employees; having in mind that Montague should pay salaries which compare with the salaries of towns of comparable size, commensurate with the duties and responsibilities of the teaching profession, and also in accordance with the ability of the tax-payer to absorb an ever-increasing financial burden.

The following were Receipts and Reimbursements of the Montague Public Schools for the year ending December 31, 1952:

RECEIPTS & DISBURSEMENTS OF SCHOOL DEPT. - 1952

Commonwealth of Massachusetts:	
School Fund and State Aid, Chapter 70	\$ 33,370.43
Transportation	12,556.80
Vocational School Tuition	1,019.85
Vocational School Transportation	12.50
Division of Child Guardianship	2,872.49
School Building Assistance, 4 payments	18,605.44
TOTAL FROM COMMONWEALTH OF MASS.	\$ 68,437.51
Tuition—non-resident pupils	14,211.02
Rentals, miscellaneous receipts	204.30
TOTAL RECEIPTS	\$ 82,852.83
1952 Budget Expenditures	\$370,266.91
1952 Vocational Schools	
Tuition and Transportation	5,090.64
TOTAL EXPENDITURES	\$375,357.55
TOTAL RECEIPTS	82,852.83
NET COST OF SUPPORT OF SCHOOLS	\$292,504.72

Our schools are a integral part of our community. They are an organized means of inducting youth into the traditions of our society. The public school system is a complex institution. It is concerned with a broad range of individual differences and a wide span of ages. It provides a variety of activities and requires a diversified staff and many facilities.

The Montague School Committee is indebted to school officials and to all personnel who have performed their work so conscientiously in order to give your children good schools at a reasonable cost. The efforts of P. T. A.'s, service clubs and other organizations to help us in our problems have been appreciated. The complete cooperation of committee members has been enjoyed and we have been grateful for the interest and support accorded to us. by the citizens of the Town of Montague.

For a more detailed report of school problems and their progress we urge you to read the reports of the Superintendent of Schools and his associates.

Respectfully submitted,

RAYMOND M. WELSH, Chairman
RAYMOND J. GEORGE
MRS. GEORGE A. GUNN
RICHARD O. GUY
MRS. JOHN J. MACKIN
DR. EDMUND OLCHOWSKI
PHILIP D. SHANAHAN
MATTHEW VARIEST
RUSSELL WEBSTER

REPORT OF SUPERINTENDENT OF SCHOOLS

January 20, 1953

To the School Committee of Montague

Ladies and Gentlemen:

I submit herewith my sixteenth annual report as **Superintendent of Schools** in the Town of Montague. This is the fifty-fifth in the series of annual reports of the Montague Public Schools.

Preface

To most people the annual school report is a collection of figures, charts and data which is a mandatory fiscal procedure and is probably of little interest to the majority of citizens. However, the annual report is more than an attempt to render an account of a stewardship or a resume of the accounting of funds and the progress of an educational program. Primarily, a school report is a human document. There are many stories of meetings, deliberations, tasks, responsibilities and incidents within its frame-work. It tells the story of capable citizens devoting their time and efforts to insure a broad education for our young people.

You will find the story of democracy within the pages of a school report. It tells of the cooperative action of the citizens of a community in trying to make possible the training of youth for the responsibilities which they must face in the years ahead. Its pages embody the American policy of opportunity being accorded to all, of collective action for the benefit of all, echoing the faith and struggle of those leaders who preceded us in the field of public education.

By comparing annual reports we may see our community's educational development over the years, the improvements in the physical plant, curriculum content and teaching methods. The annual report tells the story of the growth of our youth; small Kindergarten children meeting their first school experiences, learning to play together; boys and girls mastering the printed word; young people challenging the mysteries of modern science and gaining skill in the arts and vocations.

Within the pages of the annual reports are accounts of unlimited opportunities in human relations — young people of diverse racial, social and religious backgrounds, learning to appreciate and to respect each other. If you will read further into the report you will see provisions for health and physical education, the study of music and art, vocational and general education; and opportunities to develop qualities for good citizenship. An annual report is more than just a story of one year's educational opportunities. It is another chapter in the history of education in the community. It has archival value.

It was fortunate that New England towns early began the practice of publishing annual reports because we owe to some of these musty documents our debt for knowledge of early educational procedures. Every generation owes to succeeding generations a preservation of the records of the past and present because future generations will be interested in the schools of today just as we are interested in the schools of yester years. The annual report is an important story: it carries records of the past and some pre-

dictions for the future. It should merit interest and support because it is part of the story of public education. The historical value alone justifies its preparation.

ENROLMENT

The enrolment in the Montague Public Schools on October 1, 1952, was 1437 as compared with 1410 on the corresponding date in 1951. The following table shows the comparative enrolment by schools during the past twenty-six years:

ENROLMENT BY BUILDINGS

Year	High School	Grammar School	New 8th St.	Old 8th St.	Central St.	South End	Montague City	Millers Falls	Montague	Chestnut Hill	Kindergarten	Total
1926	304	248	134	134	138	117	99	248	222	9	...	1653
1927	326	238	114	144	153	112	104	244	219	11	...	1665
1928	369	245	125	158	148	107	104	241	209	11	...	1717
1929	426	245	132	166	150	95	104	213	209	10	...	1750
1930	419	239	*149	*167	*155	*126	114	199	235	9	...	1812
1931	440	249	139	154	143	109	115	189	227	*12	...	1777
1932	501	256	135	161	140	104	108	175	238	...	...	*1818
1933	500	253	133	150	136	111	108	158	*240	...	...	1789
1934	550	229	139	135	131	108	*117	162	230	...	...	1801
1935	553	226	125	143	113	90	107	153	221	...	...	1731
1936	540	225	117	142	123	77	97	142	206	...	...	1669
1937	545	229	123	129	107	69	98	130	183	...	...	1613
1938	*593	191	134	114	94	83	93	124	180	...	...	1606
1939	569	175	120	105	106	72	86	109	175	...	...	1517
1940	568	172	110	92	105	76	96	111	176	...	...	1506
1941	524	*261	93	...	94	76	94	98	187	...	...	1427
1942	509	231	85	...	86	77	88	97	192	...	...	1365
1943	459	246	84	...	86	71	71	104	171	...	...	1292
1944	473	252	73	...	91	70	68	105	156	...	...	1288
1945	445	249	69	...	103	50	70	110	158	...	...	1254
1946	460	240	82	...	97	47	77	286/	...	...	31	1320
1947	422	231	83	...	95	48	68	322/	...	...	36	1305
1948	421	215	92	...	100	42	79	*329/	...	...	41	1319
1949	430	232	86	...	95	44	67	131	227	...	*44	1356
1950	407	255	95	...	104	43	69	134	229	...	36	1372
1951	393	327	88	...	105	34	75	115	183	...	90	1410
1952	397	310	101	...	124	39	72	113	194	...	87	1437

* Indicates maximum enrolment

/ Millers Falls and Montague combined due to fire emergency.

High School - Grades 9-10-11-12

The enrolment in the High School is about the same as in 1951 which was the smallest since 1928. It will be a decade at least before the High School reaches the maximum of 593 which was in 1938.

Grammar School - Grades 5-6-7-8, Special Class

Enrolment in this school has been high during 1951-52 because all of the seventh and eighth grade pupils are now attending the Grammar School in addition to two divisions of Grade 5, two of Grade 6 and the Special Class. There are now eleven classes in this building which are about at their capacity. Before 1941 this building was used for Grades 7 and 8, one sixth grade, and the Special Class. Therefore, comparative enrolments in this case do not show the true picture because of the several differing organizations that have been in effect since the school was constructed.

New 8th St. School - Grades 3 and 4

Enrolment in this school is the largest since 1940 and it probably reflects a slight increase in the primary grades of the past few years.

Central St. School - Grades 1 and 2

The largest enrolment since 1934 was expected and predicted in previous reports.

Old 8th St. School - closed in 1941

This school formerly housed Grades 3 and 4. Grades 5 and 6 were sent from the New 8th St. School to the Grammar School in September 1941 and Grades 3 and 4 were assigned to New 8th St. School.

South End School - Grades 1-2-3-4 and Kindergarten

The enrolment in this school is very small. In 1920 there were 151 pupils in this school. There were more pupils in the first grade at that time than there are now in all four grades. There are two Kindergarten classes in this building, one in the morning and the other is held during the afternoon.

Montague City School - Grades 1-2-3-4-5-6

Enrolments in this school remain fairly constant. There are double grades, the six classes being taught by three teachers.

Highland School, Millers Falls - Grades 1-2-3-4-5-6, Special Class and Kindergarten

The enrolment at the Highland School is low and classes are small. Grades 3 and 4 are combined. One Kindergarten class is being held in the morning, The Special Class accommodates pupils from Millers Falls, Lake Pleasant and Montague.

New Montague Center School - Kindergarten, Grades 1-2-3-4-5-6

Classes are large with an enrolment of 194 in the first six grades. This is more than there were in all eight grades previous to the destruction of the old school by fire in 1945. The reason for the increase is not only a high birth rate but is due chiefly to the number of children who are residents of Lake Pleasant and attend the Montague Center School.

COMPARATIVE ENROLMENT BY GRADES—1926-1952

October	Year	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Freshmen	Sophomores	Juniors	Seniors	Special	Post-Graduates
1926			*198	165	183	171	134	170	161	127	24	123	60	52	69	16	1653
1927			189	*182	175	169	162	122	155	*157		138	93	50	45	28	1665
1928			158	*182	192	175	162	157	123	154		133	144	48	44	45	1717
1929			169	157	*194	172	164	157	161	114		147	111	95	73	36	1750
1930			192	161	172	*189	159	172	156	*157		117	125	90	87	35	1812
1931			152	178	153	173	*181	153	155	159		148	92	110	91	32	1777
1932			154	158	179	144	164	*173	157	152		147	131	88	113	36	*22 1818
1933			155	152	151	161	162	153	*169	148		148	130	124	83	*38	15 1789
1934			141	158	139	144	158	165	160	150		159	142	118	117	36	14 1801
1935			124	128	149	140	141	153	158	150		166	142	124	111	35	10 1731
1936			140	117	136	135	130	146	150	144		156	145	130	97	31	12 1669
1937			111	128	117	130	134	129	138	148		*170	136	126	105	33	8 1613
1938			122	97	125	104	128	140	121	145		167	*162	128	118	31	18 1606
1939			109	110	96	127	98	129	132	117		170	147	*139	110	30	3 1517
1940			125	112	106	88	129	94	125	129		157	155	128	*120	30	8 1506
1941			116	107	102	108	104	119	97	118		162	134	123	105	32	0 1427
1942			109	106	105	102	110	91	113	93		146	144	109	108	27	2 1365
1943			107	98	91	95	105	107	90	108		128	125	124	85	28	1 1292
1944			129	97	86	86	101	100	103	88		142	112	108	111	25	0 1288
1945			102	120	91	80	90	106	101	100		117	125	99	100	21	2 1254
1946		31	129	96	121	87	76	92	105	98		126	107	120	97	25	10 1320
1947		36	139	119	102	108	90	78	92	98		118	107	95	99	21	3 1305
1948		41	128	139	108	106	107	94	77	84		118	108	104	89	14	2 1319
1949		*44	121	132	130	100	108	104	98	69		111	114	106	97	20	2 1356
1950		36	136	119	117	128	100	109	105	90		99	110	101	96	25	1 1372
1951		90	119	127	116	109	121	104	103	108		107	92	100	95	19	0 1410
1952		87	161	116	122	111	114	120	100	90		125	98	85	87	19	2 1437

In October 1952 we had the largest first grade since September 1930 when there were 192 in Grade 1. The total enrolment of the Kindergarten rooms was the same as in 1951 but there was a decrease in the number of Kindergarten pupils at Montague Center. Because of this, the afternoon session was discontinued and the teacher was assigned to assist Miss Batten in teaching the large first grade.

Birth Rate and School Enrolment

A study of the number of births for the period between April 1, 1947 and March 31, 1948, would seem to indicate that we might expect a first grade of over 160 pupils in September 1953 and further study will probably reveal that in September 1954 there will be a first grade of approximately 170 pupils. The impact of this increase will not be felt in the upper grades for some time but it seems advisable to repeat the warning that the Crocker Avenue Grammar School which now accommodates Grades 5-6-7-8 is now operating up to a near-capacity load and it is probably not too early to activate a group or a committee to study our future school building needs.

ATTENDANCE

In June 1952, the School Department awarded 105 certificates for perfect attendance for the school year beginning September 1951 and ending June 1952. There was a decrease in the number of awards since the previous year. A comparison follows:

	High School	Elementary	Total
1950-51	63	97	160
1951-52	47	58	105

Epidemics of colds and various infections during the past year were responsible for many absences. There were other legitimate excuses but, on the other hand, there were probably too many unnecessary absences. In the organization and administration of plans to decrease non-attendance we like to ascertain the causes of pupil absences. It is true that sometimes school officials have to be social and educational diagnosticians in order to find the causes of absences but it is safe to say that it has been our experience that the most frequent reasons for pupil absences are as follows:

1. Illness, either of the pupil or a member of the family.
2. Children living at a great distance from the school.
3. Necessity of working at home.
4. Slow progress of the pupil in school.
5. Lack of proper clothing and other necessities of life.

As stated above, the common cold is the chief cause of non-attendance and the resulting illness has been known to be feigned in a large part by pupils and their parents. We believe that pupils can do much to remove this cause of absence by maintaining good health habits. Our school system has been trying to realize the potentialities in health education by the establishment of good health measures and instruction by every member of the school personnel. A regular schedule of health supervision which emanates from the morning health inspection of classes reaches up

to periodic health examination of all personnel employed by the Montague School Department.

The second cause of absence, namely, that the children live at a great distance from the school has been removed to a great extent by the generosity of the School Committee in affording transportation. Primary school children are not required to walk more than a mile and, although the State requires school officials to afford transportation only to those who live two miles from the school, there are very few pupils in town who walk the distance of a mile and one-half. As a matter of fact, the pupils who live the greatest distance from the school, those who live in Montague and Millers Falls, have the shortest distance to walk. They board the school busses at their very doors and are transported to school, whereas the children of local residents have to walk a mile or more in all kinds of weather. School transportation has probably helped to reduce non-attendance, particularly during the severe winter months.

The necessity for pupils to perform work at home used to be one of the chief causes of absences. There was a time when work was necessary for the support of the child's family but today this factor has been removed and society provides financial assistance whereby welfare agencies encourage children to remain in school. Other charitable agencies provide funds for relief purposes and that helps to give the child an opportunity to continue in school.

The pupil who has failed and is not getting along in school constitutes a real problem in non-attendance. He always wants to quit school. Some pupils have the ability to do only a certain amount of work in arithmetic, reading, geography, etc., but their parents insist that they should be receiving grades that are higher than educational tests and measurements indicate that the pupils can achieve. We try to remove this factor in non-attendance by placing pupils in those groups where they may experience success and where they may be given school marks in terms with their accomplishments, based on their abilities.

Considerable emphasis should be placed upon attendance because non-attendance constitutes a great educational waste. The cost of operating the school plant is practically the same whether the attendance is good or poor. Non-attendance means that the pupil has failed to take advantage of all the educational opportunities which society has provided for him at public expense. Conferences with parents regarding attendance problems are usually very helpful to school officials. Reactions obtained from parents during these discussions are pretty good guides to program planning and criticisms derived from analyses of attendance problems provide us with clues to some desirable curriculum changes for the individual pupils. Information secured during these interviews help us to re-shape certain parts of schedules rather than to insist that the pupil endure the requirements which are evidently inappropriate to his needs.

According to the report of the Attendance Officer, James P. McHugh, there were only four cases of actual truancy among the cases referred to him for investigation. His report is as follows:

Pupils absent with parents' consent	30
Illness	53
Reasonable excuses	50
Truancy	4

Total number of cases investigated	137
------------------------------------	-----

The Turners Falls High School was in operation 183 days and the elementary schools, including Kindergartens, 177 days during the school year ending June 30, 1952.

NON-RESIDENT PUPILS

Tuition pupils enrolled in the Turners Falls High School on October 1, 1952, were legal residents of the following communities:

Erving	22
Gill	39
Greenfield	1

The tuition rates established for the school year 1952-53 were \$295 for High School and \$197 for the elementary schools. The rate for elementary schools is the same as last year but the High School rate increased from \$242 to \$295, or a difference of \$53. Tuition rates are based on expenditures from the period July 1 to June 30. The total cost of instruction in the High School from July 1, 1951 to June 30, 1952, was \$113,236.57 and the net average membership over that period was 384 pupils. A comparison with the previous period follows:

	High School		Elementary	
1952	\$113,236.57		\$197,172.42	
	384	= \$294.88	1002	= \$196.78
	\$ 94,893.16		\$187,358.93	
1951		= \$242.07		= \$197.42
	392		949	

High School expenditures increased and the membership decreased, resulting in a higher per capita cost. Elementary expenses increased but the membership increased also, with the result that there was only an increase of sixty-four cents in per capita cost which had no appreciable effect on the tuition rate. Last year Montague received \$17,083.51 for tuition of non-resident pupils, including those under the supervision of the Division of Child Guardianship. It is estimated that the town may expect to receive approximately \$20,000 in 1953 in payment of tuition charges. In answer to the question, "How does the Turners Falls High School tuition rate compare with charges of other towns?", we submit the following excerpts from the Annual Report of the Commonwealth of Massachusetts, dated December 1952:

*Agawam	\$251.04
*Amherst	378.92
Athol	205.72
Barre	374.75
Charlemont	356.66
Chicopee	247.40
Concord	293.26

Deerfield	334.42
Easthampton	326.82
Gardner	252.97
*Greenfield	281.35
Hadley	335.69
Hatfield	327.87
*Holyoke	363.00
*Ludlow	298.92
Montague	294.88
Northampton	321.06
North Adams	269.47
Orange	268.84
Palmer	299.54
Shelburne	239.30
*Springfield	377.72
Westfield	269.75
*West Springfield	363.11

* 3-year High Schools - all others are 4-year High Schools. The average per capita cost in the state for four-year High Schools over the same period was \$290.30.

Vocational School Pupils

In accordance with Chapter 74, Section 7, of the General Laws Relating to Education, the Town of Montague was providing tuition and transportation to pupils attending vocational schools on October 1, 1952, as follows:

- 14 pupils at Greenfield Vocational Day School @ \$6.84 per week
- 2 pupils at New Salem Agricultural School @ \$2.92 per week
- 1 pupil at Rutland Training Center @ \$7.50 per week
- 1 pupil at Springfield Trade High School @ \$6.41 per week
- Evening Practical Arts Courses at Greenfield High School:
- 7 pupils—Upholstery Class @ 20c per hour
- 7 pupils—Rug-hooking Class @ 20c per hour
- 11 pupils—Sewing Class @ 20c per hour
- 3 pupils—Cooking Class @ 20c per hour
- 3 pupils—Rug-braiding Class @ 20c per hour
- 1 pupil—Automobile Mechanics Apprentice Course
- 1 pupil—Plumbing Apprentice Course
- Evening Practical Arts Course at South Deerfield:
- 2 pupils—Rug-hooking Class @ 15c per hour

The towns are reimbursed one-half the cost of tuition and transportation of day vocational school pupils. The town of Montague spent \$5,090.64 for the tuition and transportation of Vocational School pupils during 1952.

SCHOOL CENSUS - OCTOBER 1, 1952

According to law, a school census of all children residing in a town, between the ages of five and sixteen, is required to be taken annually. The census enumerators appointed by the School Committee in the three precincts were:

- Precinct 1—Michael Conway
- Precinct 2—Mrs. Girard Smith
- Precinct 3—Mrs. Charles H. Bardwell

The census reports were as follows:

5-7 years of age			
	Boys	Girls	Total
Precinct 1	77	77	154
Precinct 2	27	19	46
Precinct 3	32	30	62
	<hr/> 136	<hr/> 126	<hr/> 262
7-16 years of age			
Precinct 1	318	341	659
Precinct 2	57	67	124
Precinct 3	143	121	264
	<hr/> 518	<hr/> 529	<hr/> 1047

The census is important in the administration of the educational program because (1) it provides an estimate of future enrolment; (2) it serves as a check list whereby compulsory attendance laws may be enforced; (3) it affords a basis for computing State Aid; and (4) it helps in the registration of handicapped and exceptional children.

TESTING SERVICE

Several testing programs were administered during the past year. The results of the annual Guidance and Diagnostic Tests as supervised by the office of School and College Relations of Boston University on April 22, 1952, were as follows for the eighth grade pupils:

	New England Norm	Montague Norm
Mental Maturity	98.4	105.
Reading Comprehension	35.9	40.1
English:		
Grammar	25.3	27.5
Punctuation	26.	33.4
Capitalization	16.3	17.1
Sentence Structure	6.5	7.1
Spelling	9.5	11.1
Mathematics:		
Addition	10.5	13.
Subtraction	11.9	14.6
Multiplication	11.	12.7
Division	10.5	13.1
Problem Solving	6.	6.8

Grade 8 is a critical year in the school life of most children for it is then that a choice of curriculum to be followed in High School is to be made. Because it is an important choice in the educational and vocational future of the student, measures of capacity, together with a diagnosis of strengths and weaknesses, should be available at this time. The diagnostic battery used during the past few years has provided a good basis for correctional and guidance work prior to the pupil's entrance into High School.

A similar analysis of learning difficulties, strengths, and weaknesses, was made of the pupils of the Junior class in High School. The test is given during the eleventh year in order that

school officials may have an opportunity to work on the areas that require remedial techniques previous to graduation.

Otis Mental Ability tests were given to all elementary pupils and the Metropolitan Reading Readiness Test was given to the Kindergarten pupils. The Detroit Reading Test was administered to the children who had registered for the Kindergarten class in September 1952.

MAINTENANCE AND REPAIRS

The investment in school buildings represents the largest investment in public property in any community. The mechanical devices, the value of the equipment and the care thereof, represent a job that calls for faithfulness and competency. School janitors should be more than broom-pushers, mop-swingers and coal-shovelers. Their contributions to the effectiveness of the educational program and of the community use of school buildings may be made through cleanliness, orderliness, proper heating, lighting, ventilation, protection of public property, safety measures, and the care of supplies.

Good school custodians will plan their work to insure regular attention to routine chores and, in addition, find a spot on their daily schedules to permit them to take care of minor maintenance needs rather than wait until deterioration or damage requires urgent replacement or repairs. A good maintenance program provides for the tightening of each bolt as it becomes loose and it will also provide regular service to the pieces of school equipment and the various devices which work mechanically and automatically.

The Montague School Committee has devoted much time to the study of maintenance and repairs. Maintenance work has been awarded on a contractual basis and the maintenance and repair man has been busy in keeping school property in good condition. Mr. Alexander Girard has had previous experience in the trades and he has rendered efficient service in minor repair jobs. He has also completed satisfactorily some major items such as the alterations to the office of the High School Principal and to the Cafeteria.

MAJOR REPAIRS COMPLETED IN 1952

High School

1. Alterations and renovations to the office of High School Principal.
2. Repairs to the roof of the old High School.
3. Repairs to roofs of the High School Gymnasium and Auditorium.
4. Alterations and re-decoration of High School Cafeteria.
5. Replacement of electric wiring system in old High School.
6. Replacement of incandescent lamps with fluorescent fixtures in High School.
7. Purchase of water cooler for High School Cafeteria.
8. Replacement of furniture in Domestic Science laboratory.
9. Installation of two additional basketball goals and backboards in the High School Gymnasium.

Grammar School

1. Re-setting of drain in roof.
2. Replacement of two unit ventilators.
3. Installation of a water cooler.
4. Installation of shower bath facilities for boys' athletic teams.

New 8th St. School

1. Repairs to cellar windows.

Central St. School

1. Repairs to cellar windows.
2. Replacement of four unit ventilators.
3. Replacement of toilet seats.

South End School

1. Major repairs to eaves and gutters.
2. Replacement of window frames and sashes.
3. Purchase of Teekerator.
4. Purchase of Kindergarten furniture.
5. Repairs to cellar windows.
6. Re-decoration of Kindergarten room.
7. Sanding and sealing of floors in the following rooms; Kindergarten, cloakrooms, teachers' room, front and rear corridors.

Montague City School

1. Painting of fire scapes.
2. Replacement of toilet seats.
3. Painting of window stools.
4. Installation of bubbler-type drinking fountain.

Highland School

1. Installation of cabinet sink in utility room.
2. Purchase of Kindergarten furniture and equipment.
3. Sanding and sealing of floors in utility room, Kindergarten, front hallway and corridors.
4. Replacement of galvanized iron drains from the eaves-spouts.

Montague Center School

1. Replacement of domestic type electric ranges with two Hot Point electric ranges in Cafeteria kitchen.
2. Purchase of Kindergarten furniture.

In addition to the above list, new electrical outlets were installed in all classrooms as a facility in the audio-visual aids program.

UPKEEP OF GROUNDS

1. Drainage project on the south side of Montague Center School.
2. Improvement of driveway in the rear of the High School and Grammar School.
3. Further development of the play area in the rear of the Grammar School, including the installation of a copper pipe line, grading, and application of fertilizer and seed.

RECOMMENDATIONS AND PROPOSALS FOR 1953

Repairs

1. Re-decorating Rooms 6, 14 and teachers' room of High School.
2. Sanding and sealing floors of the same rooms.
3. Painting outside trim, Turners Falls Grammar School.
4. Sanding classroom floors in New 8th St. School.
5. Painting outside trim, gutters, spouts - Central St. School.
6. Sanding and sealing floors in corridors, cloakrooms and teachers' room at Central St. School.
7. Painting window casings, exterior of South End School.
8. Re-decorating front corridor, South End School.
9. Sanding and sealing four classrooms and upper hall, Montague City School.
10. Painting outside trim of Montague Center School.
11. Repair to vacuum pump and heating system of Montague Center School.

Replacements

1. Replace stair treads in rear corridor of new addition to High School.
2. Replace furniture in teachers' room of Grammar School.
3. Replace dining-room furniture in Home Economics department.
4. Replace seven manual training bench tops.
5. Replace worn-out stair treads in New 8th St. School.
6. Replace one room of classroom furniture at Highland School.
7. Replace rear door, southwest exit of Highland School.
8. Replace all window sills in Montague City School.
9. Replace front door of Montague City School.
10. Replace one room of classroom furniture.

Upkeep of Grounds

1. Drainage project on northwest side of Montague Center School.
2. Replace flag pole at Central St. School.
3. Fill and grade low areas of Central St. School playground.
4. Fill and grade areas between New 8th St. School and Old 8th St. School.

Alterations

1. Convert cloakroom adjacent to Room 1 in High School to a storage room for textbooks.
2. Convert old cloakroom adjacent to drawing-room into store-room for drawing supplies.
3. Alterations to Chemistry Laboratory.
4. Convert space adjacent to lumber rack in Grammar School to a drying-room for painted projects.

New Equipment

1. Installation of hot water unit for Millers Falls School.
2. Installation of hot water unit at Montague City School.
3. Vacuum pump for Montague Center heating plant.
4. Purchase of tables and stools for drafting-room equipment.
5. Purchase of additional filing cabinets for student's records.
6. Purchase of additional audio-visual equipment.
7. Purchase of machines for commercial department in accordance with recommendations of the survey.

8. Purchase of a butcher's table for High School Cafeteria kitchen.

CHANGES IN PERSONNEL

Resignations in 1952

Name	Position	Reason	Years of Service
John D. Collins, Jr.	Grammar School Grade 8 and Boys' Athletics	Returned to Former position	1
Dorothy M. Thomas	Grammar School, Grade 5	Marriage	1.4
Ruth L. Szenher	Highland School, Grades 2-3	To teach in foreign country	5
Mildred Zak	Montague, Grade 4	Health	3
Mrs. Thomas Tippetts	Cafeteria Operator, High School		.6

Appointments in 1952

George Bush	Grammar School, Grade 8, Boys' Athletics
Teresa Lobley	Highland School, Grade 2
Mrs. Cecelia Kocsis	Grade 4, Montague Center School
Alexander Girard	Maintenance and Repairs Department
Mrs. Marie DiLorenz	Operator of High School Cafeteria

COMPARISON OF PER PUPIL EXPENDITURES

In Montague With The State Average For School Year
September 1951 - June 1952

*(By major divisions of school budget)

	STATE		MONTAGUE	
	Cost per Pupil	Percent	Cost per Pupil	Percent
General Control	\$ 8.91	3.8	\$ 8.14	3.3
Salaries—Teachers, Supervisors	160.25	68.3	153.43	63.0
Textbooks	2.77	1.2	4.51	1.5
Supplies, etc.	7.71	3.3	9.11	3.7
Janitor Service, Fuel, Expenses of Operation	27.82	11.8	31.91	13.1
Repairs, Replacements, Upkeep of Grounds	12.08	5.1	15.35	6.3
Libraries	.31	.1	.43	.2
Health	3.64	1.5	3.72	1.6
Transportation	6.81	2.9	14.60	6.0
Tuition	2.43	1.0	—	—
Insurance, Miscellaneous	2.27	1.0	3.12	1.3
Total	\$235.00	100.00%	\$244.32	100.00%

Comparison of Per Capita Expenditure in Montague with State
Per Capita for School year September 1951 - June 1952:

	Elementary	High School	All Schools
State per capita	\$187.90	\$290.30	\$235.00
Montague per capita	203.05	290.74	244.32

There may be some inconsistencies in the interpretation of comparative cost Tables because there are some factors which enter into the considerations that must be understood. Otherwise, per pupil costs may become distorted. Communities report their per capita costs in accordance with the organization of their respective school systems. For example, Montague has an 8-4 system of organization and reports the cost of its elementary schools upon the expenditures in Grades 1-8. The cost of the Senior High School is based upon the expenditures for Grades 9 through 12. Another town may have a 6-3-3 plan of organization and would report its expenditures for the elementary schools upon the amount spent in the first six grades. The cost of grades 7, 8 and 9 would be in another bracket and the Senior High expenditures would be in another category which would reflect the cost of educating pupils in Grades 10, 11 and 12. Therefore, an attempt to compare the costs of education in systems having different organizations would be unfair and would not report the true picture.

Another factor which enters the study of comparative costs is that of the grouping of cities and towns. The State Department of Education usually submits reports in the following manner:

Group I — Cities

Group II — Towns over 5,000 population and maintaining High Schools

Group III — Towns under 5,000 population and maintaining High Schools

Group IV — Towns under 5,000 population and not maintaining High Schools

Another factor which tends to distort the per capita cost picture is the difference in the period covered by the financial reports. The State Department of Education computes its statistics from information based upon the expenditures of schools from July 1 through June 30, whereas the appropriations and expenditures in the majority of towns and cities are concerned with the current year of January 1 through December 31. If the school financial year and the fiscal year were co-terminus, school financial data would be more comparable.

The following table of expenditures by schools for the period January 1 through December 31, gives a complete report of the cost of education in the Town of Montague.

EXPENDITURES BY SCHOOLS - January 1, 1952 to December 31, 1952

	High	Grammar	New 8th St.	Central St.	South End	Montague City	Millers Falls	Montague Center	General	Total
Teachers' Salaries.....	\$ 64,568.40	\$ 37,727.60	\$ 13,378.00	\$ 13,512.19	\$ 9,868.00	\$ 9,980.50	\$ 22,034.28	\$ 25,085.10	\$	\$ 196,154.07
TEXTBOOKS.....	2,412.41	642.59	308.88	404.55	131.53	287.09	580.98	1,163.06	185.23	6,116.32
Supplies, Misc. Expense of Instruction.....	4,376.58	2,684.97	436.24	378.00	266.33	284.62	618.49	1,081.49	649.70	10,776.42
H. S. Principal's Salary.....	5,554.00									5,554.00
Principal's Sec. Salary.....	2,004.00	228.01								2,232.01
Janitors' Salaries.....	6,399.87	3,119.29	1,590.96	1,590.73	1,674.25	1,286.77	2,853.98	2,768.38		21,284.23
Janitors' Supplies.....	1,700.28	895.86	160.47	127.43	88.28	209.02	527.68	375.36	90.42	4,174.80
Fuel.....	6,127.16	1,659.79	1,006.30	950.29	1,499.99	623.62	998.73	1,514.57		14,380.45
Water.....	212.74	55.32	27.00	27.00	27.00	27.00	37.17	150.00		563.23
Electricity.....	1,570.20	1,152.28	104.13	85.66	95.82	173.86	361.91	860.97		4,404.83
Telephones.....	366.48	160.74	65.95	66.60	67.60	103.26	76.21	74.59	272.73	1,254.16
Gas.....	198.91									198.91
Repairs, Replacements.....	11,122.58	2,978.32	79.22	3,193.51	3,570.23	165.52	409.94	470.80	377.55	22,367.67
Upkeep of Grounds.....	662.71	791.94		41.20	20.88	13.00	52.72	738.30	67.50	2,388.25
Supervision of Maintenance..	1,565.69	216.52	206.77	220.27	320.27	219.58	180.27	170.29		3,099.66
New Equipment-Heating Lighting, Plumbing.....	3,517.56	797.38			195.62	216.00	299.76			5,026.32
New Equipment, Furniture and Fixtures.....	1,176.24	305.61	185.01	327.70	524.92	66.67	583.32	572.19		3,741.66
New Equipment, Instructional Apparatus.....	1,694.03	177.31					144.23		454.55	2,470.12
Other Capital Outlay.....	525.43		86.67				42.76		19.25	674.11
Alterations.....	1,585.84	20.00								1,605.84
Transportation.....	9,299.40	3,755.69	337.60	300.68		50.00	1,900.90	3,431.16	796.02	19,871.45

[illegible]

REIMBURSEMENT FOR CONSTRUCTION OF MONTAGUE CENTER SCHOOL

Application procedures were followed in requesting State Aid for the construction of the new Montague Center School under provisions of Chapter 645, Acts of 1948. The various stages of the procedure involved much detailed work such as the preparation of certified copies of every vote pertaining to the construction of the building, plus photostatic copies of all invoices with the dates and serial numbers and amounts of all checks used in the payment of the invoices. The amount of total certification requested was \$282,413.97, figured as follows:

Total of expenditures, per general contract	\$254,422.68
Architect—Engineers Fees	17,302.06
Equipment	8,625.76
Site Development	529.14
Advertising	45.00
Other costs, insurance, fuel, etc.	1,489.33
Total	\$282,413.97

The rate for State Aid in school building construction is determined as follows:

“The total construction grant for any approved school project in any city or town shall be one-fourth of the product of the approved cost of the project multiplied by the equalized valuation per pupil in net average membership for the entire Commonwealth divided by the equalized valuation per pupil in net average membership of the city or town; provided, however, that no grant shall be approved for an amount less than twenty per cent or more than fifty per cent of such approved cost.”

Montague's application was approved and, in accordance with the formula mentioned above, the rate of reimbursement was established at 32.9%, thereby giving the Town of Montague a state construction grant of \$93,027.16. The schedule of payments is based on the terms of bonds. Since Montague took out a bond issued over twenty years, the town will receive annually one-twentieth of \$93,027.16. The Montague Center School was occupied in September 1949, and, therefore, the first payment was due in December 1949. During the past year Montague received four payments as follows:

Payment #1—Due December 1, 1949	\$ 4,651.36
Payment #2—Due December 1, 1950	4,651.36
Payment #3—Due December 1, 1951	4,651.36
Payment #4—Due December 1, 1952	4,651.36

Total received in 1952	\$ 18,605.44
In 1953 Montague will be reimbursed \$4,651.36.	

SURVEY OF MONTAGUE SCHOOLS

During the past year a survey of the Montague Schools was made by the Massachusetts Department of Education at the invitation of members of the Montague School Committee. This survey was concerned with particular aspects of the school services and the local staff cooperated with the State Department representatives in making use of the technical guidance and assistance of the survey committee. The report of the survey was too

lengthy to be included in its entirety in an annual report but we are including some excerpts from the survey:

1. The High School has an excellent program of studies, fine administration, good faculty and buildings. A more closely-knit organization would be effected by combining Grades 7-12, making a six-year High School.

2. The program of studies in the High School is pointed especially at excellent work in the college preparatory and commercial curricula.

3. With the addition in 1936 there is an excellent school plant. The auditorium and gymnasium are superior. The science laboratory needs much attention.

4. The pupil-teacher ratio in the High School is 20.8 which is perfectly satisfactory.

5. We recommend that there be a full-time or nearly full-time librarian in the High School.

6. There are many extra classroom activities but these also could well be expanded. Specifically, a Student Council might be organized.

7. A longer school day is in order.

8. Many splendid courses of study have been prepared in recent years by committees working under the direction of the Montague School authorities, further indicating a forward-looking policy. The work on these courses of study should be continued.

9. In terms of specific teaching-learning activities, the Town of Montague is most fortunate in the level of the teaching staff in the elementary schools. There is evidence that the elementary teachers as a group are conscientious in their work, interested in children as individuals, and highly informed as to modern practices in teaching basic skills and abilities.

10. It is also noted that there are a number of professional books available for the use of teachers and they are unusually good.

11. Basic reading books, both those of the foundation set and others of supplementary selection, are available for use with children.

12. Supervision in physical education, art and music is handled on a functional basis with teachers cooperatively responsible with the supervisors for the progress made by the children.

13. A testing program for all elementary children should be of benefit to classroom teachers.

14. Although the Superintendent of Schools is to be commended for developing basic attitudes toward teaching problems among his staff, and in spite of the fact that he has provided teachers with opportunities to grow through the use of professional material supplied and recommended in certain activities, it is quite evident that the extent of his duties as superintendent prevent him from maintaining close contact with classroom activities. This situation is entirely understandable when it is recognized widely in educational circles that the position of superintendent of schools year by year entails answering more and more demands of the community as well as the schools. If it is possible to do so, it would seem wise to add, as a member of the administrative-supervisory staff, a Consultant in Elementary Education.

15. Specific teaching-learning situations in Montague are well handled. The basic skills, including reading, spelling, speaking, listening, and writing, are carefully guided. Unitary teaching as a means of organizing the related learning is being used, but in a restricted fashion.

16. The consolidation of elementary education facilities in Turners Falls is clearly needed. There are four elementary schools in Turners Falls: the New 8th Street School, the Central St. School, the South End School and the Montague City School. The physical plants are clean and well-kept, but outmoded. The playground facilities are meager. The location of the school at Montague City is not good because of its close proximity to an industrial plant. In view of the facts presented above, it would seem most advisable for long-term planning on the part of the School Committee of the Town of Montague to consider erecting an elementary school, centrally located, which would meet the needs of children from the schools named above. The very fact that all of these children would be provided with better physical conditions, including a hot lunch program, should be an important consideration. In addition to the improvement in physical plant facilities, the psychological effect on both teachers and pupils in being housed in a well-planned, well-operated building, should be conducive to educational gains.

17. An advisory committee of local business executives and office managers could be of great help to the Commercial Department of the High School. It is suggested that the purchase of additional machine equipment for the department be considered. Such equipment should include units of the type commonly found in the offices employing graduates of the department.

18. Because of the excessive teaching load in the music department, the fulfillment of a schedule of supervisory functions is limited. It is recommended that a full-time music supervisor (vocal) be employed in the elementary schools.

19. It is recommended that scientific tests be administered in instrumental music to indicate latent talent and to develop a long-range plan of instruction for as many pupils as possible.

20. There should be a full-time Guidance Director to provide the guidance services in the Turners Falls High School and Grades 7 and 8.

School officials who received some valuable suggestions as a result of the survey will devote considerable time to the study of the recommendations as they pertain to our local needs. At a recent meeting of the Montague School Committee a Guidance Program was approved which included the experience of local people who have spent the most of their professional years in teaching Montague children. The operation of this Guidance Program will be reported in 1953 after the plan has had its inception as of September 1.

PROFESSIONAL IMPROVEMENT

Many teachers have taken professional courses. A University Extension Course, "New Trends in the Teaching of Social Studies", was offered to teachers once a week in the Turners Falls High School. Two semester hours' credit was awarded for satisfactory completion of the course.

Local teachers are working on two projects sponsored by the New England School Development Council. They are:

1. What constitutes a good grading system? What type of report should go to parents?
2. What are the techniques for dealing with all children in heterogeneous classes?

The elementary school teachers are serving on committees which are concerned with the problems of curriculum revision. Committees have been activated and are revising courses of study in the following subjects: arithmetic, science, social studies, language arts, reading, art, music, Kindergarten. A committee has also been working on the better distribution of professional library books to teachers.

ART

The art course is based on the modern educational philosophy that "Art instruction has for its major objective the development of the individual." This means calling forth latent powers of creativity inherent in every school child. Art is for every child and not for the few.

Some of the extra-curricula activities in high school were stage decorations for the Christmas Concert and the Variety Show, Cabaret Dance, and Legion Auxiliary posters. The Art Club made its annual trip to Boston which was financed by \$220 raised through food sales and a dance, besides the payment of club dues. The group visited the State House and the Connick Studios.

Other field trips conducted were three trips to Smith College Museum, made possible by the use of privately owned cars, and a trip to Deerfield Academy to view an exhibition of modern painting. Two school busses were available for this trip. All of these excursions proved very worthwhile to the students.

Extra-curricular work in the grades included tray favors and tray mats for the Veterans' Hospital and for the Farren Memorial Hospital. These projects were sponsored by the American Junior Red Cross.

Nut cups were made for the following holidays, one hundred for each occasion: Thanksgiving, Christmas, Valentine's Day, Easter, Memorial Day. Two thousand tray mats, and sixty gift boxes were filled for over-seas distribution.

In June an exhibition was held of the work of all students. It was a joint exhibition with the Manual Training, the Industrial Arts and the Home Economics departments.

The modern stress of art is Creative. This necessitates the use of many and varied mediums. The intergrating of art with all subjects means that a great deal more materials are necessary

and will, perforce, mean a larger budget for art medium and equipment.

The Turners Falls P.T.A. Art Award was given to Joan Cyhowski who is now doing art work under private instruction.

LYDIA DES ORMEAUX

MUSIC — VOCAL

Music is an essential part of the general education and development of the child, and by including it in the over-all unit plan it becomes more meaningful to the child. The time allotted for the study of music is divided in such a way that it becomes a part of the unit under study, rather than a separate, unrelated subject.

The elementary schools of the Town of Montague are fairly well equipped to carry on the teaching of music in keeping with the ever-widening horizons of music education.

The Junior High School seems to be the weak spot in the music education program. It is almost impossible to give to such large classes the experiences so necessary at this difficult period of their development, because it is difficult to teach Music Reading to a class of over one hundred changing voices. I hope that it may be possible to arrange the schedule so that I may work with smaller classes for the benefit of these students.

During the year the pupils of the primary and elementary grades presented programs to which parents and friends were invited. Music on all levels played an important part during Open House Week and during the Christmas programs. The sixth grade Millers Falls, under the direction of Miss Virginia Stoughton, and grades five and six in Montague City, under the direction of Miss Helen Kelleher, presented "Fiesta," in connection with their unit on Mexico. I believe that these short operettas, developed in the classroom, are of utmost importance because they help to develop the creative abilities of the children taking part. The greatest value is that each child, according to his individual talent, contributes to the program.

Vocal instruction in the High School consists of a Girls' Glee Club, Boys' Glee Club, seven periods of Music Appreciation per week, and two Chorus periods per week.

The Boys' Glee Club, comprised of thirty-four boys of the upper three classes, meets two mornings each week prior to the opening of regular classes. Since there is not enough time to reach all of the many problems of boys' voices during the time allotted, the boys give up one study period each week for extra group and individual voice work.

The boys presented a program at the Guest Afternoon of the Turners Falls Woman's Club in April and received ten dollars

which was turned in to the High School Fund and used for special medals and towards transportation to the Athol Festival. The boys also appeared at the annual Football Banquet in December, and on the Christmas Assembly program; and participated in the Western Massachusetts Music Festival in Athol on May 17th.

The Girls' Glee Club, numbering seventy-five, also from the three upper classes, performed at the annual Variety Show and the Christmas Concert. During the year the girls conducted a fund-raising project which they termed, "A Mile of Pennies." They accumulated \$152.00 to defray expenses of both clubs to the Athol Festival.

FLORENCE E. ARGY

MUSIC — INSTRUMENTAL

Elementary Schools. Due to the expanding musical activities of the children in their respective schools, weekly visits were made during school hours at the Highland, Montague City and Montague Center Schools. Those children who were members of the elementary band met in a heterogeneous group and rehearsed the more advanced type of music played by the band. Students of lesser ability met in homogeneous groups until their proficiency warranted admission to the advanced group. Beginners were given individual instruction until they were able to move up to more advanced levels.

The nucleus of the elementary band is located in the Grammar School.

The Band rehearses once weekly at the High School Auditorium on Thursday afternoons from 3:30 p.m. to 5 p.m. There are seventy playing members, eighteen twirlers, and four-boy color guard - - a total of ninety-two. These pupils represent the more advanced members of the respective schools. The number of each school that was represented was as follows:

The Grammar School	53
Montague City	11
Gill and Riverside	2
Highland School	9
Montague Center	17

The total number of children receiving instrumental instruction in the grades is one hundred and thirty-one, as follows:

Grade 3	7
Grade 4	14
Grade 5	21
Grade 6	35
Grade 7	22
Grade 8	32

131

The Montague Elementary Schools Band appeared at the Western Massachusetts Music Festival in Palmer, and during annual field day exercises.

High School. The orchestra numbered 26 performers with instrumentation consisting of the following: piano, drums, tympani, one flute, two oboes, three clarinets, alto clarinet, five saxophones, bass clarinet, four horns, three trumpets, three trombones. The orchestra appeared at the following functions: Junior Prize Speaking, Senior Play, Class Day Exercise, Final Assembly, Graduation Exercises, American Legion Assembly, and regular auditorium periods.

The Swingsters rehearse once weekly after school hours in the High School Auditorium. The group consists of six brass, five saxes, three rhythm, and two vocalists. Special commendation should be given this group for the splendid performance they presented at the Turners Falls Rotary Minstrel Show. Other appearances were as follows: The Cabaret, Girl Scouts Dance, Variety Shows, and the Grammar School Dance.

The Corps of Twirlers numbers fifteen girls from the three upper classes. The Twirlers performed at all the football games, parades and as a featured group at the Basketball Tournament at University of Massachusetts. They ushered at the Variety Show and Open House.

The Turners Falls High School Band rehearses twice weekly after school hours. There are fifty-seven performers in this group. In addition to the usual requirements, the High School Band played at the following functions: Western Mass. Music Festival in Athol; Franklin County Fair; Inauguration of Avenue A in Turners Falls; Lions' Football Game in Greenfield; University of Mass Basketball Tournament; Tri-State Basketball Tournament in Turners Falls; Hallowe'en Parade in Turners Falls; Western Mass. Association of Selectmen.

Six members of the High School Band were asked to participate in the Boston Globe "Band of New England" under the direction of the nationally known director, Mr. Paul Lavalle.

The Turners Falls Military Band's award of ten dollars for special contribution in music was presented to Miss Mildred Call, Class of '54. The Band Alumni Association's award of the national honor "Arion" was presented to the student director of the band, Robert Winston LeVitre, Jr., '52. The "M.L.W." gold medal for special merit, not necessarily in music, was awarded to Richard Cosby, '52.

With the exception of four sousaphones which are still in need of repairs, all the instruments purchased by the school department from Army surplus have now been repaired and are being used by students in the musical organizations.

Thirteen band members have become members of the Turners Falls Military Band.

BENJAMIN WEINER

MANUAL ARTS

The shop departments have been conducted much the same as in past years. Most of the students in the high school divisions are Freshmen, with a few Sophomores, Juniors and Seniors. Shop-work is required of all eighth grade boys and they have an excellent program in arts and crafts under the able guidance of Mr. Mushenski.

It is a growing tendency today to make available programs in the Manual Arts for grades seven through twelve. In the past four years the program has been expanded to include eighth graders, Juniors and Seniors, but there has been no expansion in space. We have ninety-four people taking shop courses in both high school and grammar school, whereas there seldom have been more than forty-two or three in years past. I believe that a committee should be appointed to study the feasibility of enlarging the department to meet present day needs.

We were very fortunate to receive a planer this year. We can now buy our lumber direct, saving the handling charge and planing bill of a lumber yard.

Last spring we had another successful exhibition held in conjunction with the art and home economics departments. Projects displayed by the boys of the high school classes were stands, book cases, knick-knack racks, lamps, baseball bats, card-tables, coffee tables, chippendale mirrors, gun cabinets, end tables, and telephone shelves.

Each shop boy has mechanical drawing one double period a week. It is elective for other high school students.

The equipment, namely the desks, are obsolete in this department and should be replaced.

ERNEST P. PIKE

INDUSTRIAL ARTS

The Industrial Arts program for the Grammar School consists of a general shop for the eighth grade. The class meets one double period per week. Additional time is given three afternoons per week for those who need extra help and for those who wish to do additional work.

The various fields are as follows:

LEATHER — techniques in handling leather, cutting, tooling, designing and applying finish, were taught. The projects for the year were keycases, wallets, knife sheaths, change purses and braided belts. Pupils who showed greater interest in leather had opportunities to do a number of projects. The braided belts were

new and very popular this year. Leather-carving was introduced with the knife sheaths and the results were very satisfactory.

METAL — After considerable effort, we were finally able to get some copper foil from California last year. This was used in tooling and in a wide assortment of pictures and plaques. Later in the year hammering and etching of heavier metals will be taken up, such as brass, aluminum and copper. This year hunting knives were a major project. This project consisted of shaping the blade, and making a handle, using plastic and metal. Heavier metals will be made into ash trays, candy dishes and trays.

SILK SCREENING — techniques in cutting stencils and methods of applying were given in this field. Projects consisted of athletic emblems and various designs that will be used in conjunction with basket weaving.

WEAVING — Last year baskets seemed to be of great interest to pupils and parents as well. This year introductory basket weaving will be taught toward the end of the year. Time does not permit the teaching of caning chair seats and backs.

VICTOR A. MUSHENSKI

UNGRADED CLASS - GRAMMAR SCHOOL

The ungraded class was put on the seventh and eighth grade schedule during the first part of the school year and now has a single session closing at one o'clock. The class work is divided into the following categories:

Penmanship. This class has done very well in their writing and has received gold seals every month. Letter structure and neatness is stressed rather than speed.

Arithmetic. The group has spent a great deal of time with fractions, examples dealing with the table of measure, decimals and general addition, subtraction, multiplication and long division.

Reading. Reading in this class is of two types: Silent reading, where the pupils choose their own books and read silently, later giving a book review orally; and reading aloud to the group. Phonetic drills and vocabulary study are given in each group.

Spelling. A part of each day is devoted to the use and spelling of new words, which are used in written exercises and in oral and written drill.

English. Oral and written exercises are given in proper use of grammar and sentence structure.

Industrial Arts. Industrial arts form a major subject in the ungraded class and this field covers a wide variety of arts and crafts. The pupils are taught the use of different tools and methods of handling them. The class began with each pupil making the

same project and as each pupil showed improvement he was given work that involved more skill and time.

Projects included basket-weaving, embroidery, making of artificial flowers from discarded nylons; finger-painting, paper designs, wood-working, leather; and use of native materials for decorations. In wood-working, the projects included corner knick-knack shelves, smoking stands, lawn ornaments and there were other small projects such as book-ends, letter holders and toys. All projects were selected to meet the individual's needs.

VICTOR A. MUSHENSKI

UNGRADED CLASS - HIGHLAND SCHOOL

The enrolment of the class has been eighteen, twelve boys and six girls. Five of these pupils came from Montague Center, ten from Lake Pleasant, and three from Millers Falls. These children ranged from seven to fifteen in chronological ages. They have been arranged in groups according to their abilities in reading, language, arithmetic and spelling.

All children have needed special help in reading. Some have responded very well and have read with much more confidence and interest, thereby advancing to a higher grade level. Others still need much more drill and experience.

In oral language these children have had experience in socialized activities which have included games, story-telling, making up riddles; character sketches, learning poems and taking part in group discussions. Written language has consisted of illustrating and copying poems and stories; writing simple letters and thank-you notes. Much practice has also been given in capitalization, punctuation and vocabulary building.

The lower group has made booklets in correlation with their reading, including one on: "The Family", "Toys", "Pets", and "The Robins". They also made short sentences on seasonal topics such as Lincoln, Washington, St. Valentine, Hallowe'en, Thanksgiving and Christmas. The older children made booklets on Columbus, Lincoln and Washington.

The children contributed to a patriotic program in February by presenting a playlet, "Abraham Lincoln's Birthday Party".

Some of the children have made much progress in arithmetic. It is important that they know the four fundamentals and much practice has been given to make automatic the facts of addition, subtraction, multiplication. Problems adaptable to life situations have been used, involving the use and knowledge of money, measures, time and weight.

Music has been carried on as a group, using seasonal, folk, popular and action songs. Drawing and art has been integrated

with the different subjects to illustrate poems, songs and stories; designs for handicraft projects.

In social studies maps were colored to show locations of the early discoverers and explorers. Post panels were made of "Columbus Landing"; "Balboa at the Pacific"; "DeSoto at the Mississippi". We continued our unit on the study of Mexico, which was introduced by making a series of posters. Another unit was on transportation, concentrating on trains and railroads and what they mean to us.

The handicraft has been largely associated with our school subjects and units, and in decorating our room. We have also made the following articles: leather belts, purses, comb cases and baggage bags; trays, book-ends, candle-holders, salad sets, letter holders, door stops, key-holders, necktie racks, tooth brush holders, shelves and plant holders. The girls have embroidered dish towels, chair sets, table scarves, woven pot-holders, crepe paper mats; and have decorated oilcloth place mats. For Christmas gifts the following were taken home: calendars, crumb trays, string and knitting boxes and decorated paper plates.

MARIAN E. COWAN

VISUAL AIDS

During the past year interest in visual aids has grown in the Montague schools to the extent that requests from elementary teachers for over 330 filmstrips were filled from our library. In addition, as a library of filmstrips covering secondary school subjects is being developed, filmstrips were used as instructional aids in about 75 high school classes. Material covered by the new high school filmstrips is of wide range varying from **History of Our Bill of Rights** to **Spelling Memory Aids**, from **Introduction to Shakespeare** to **Care of the Teeth**, and from **Secretarial Etiquette** to **Photosynthesis**.

Filmstrips, in general, seem the most practical visual aid to regular classroom work. Motion pictures, however, are taking an increasingly important place and have been used for instruction, particularly in Science and in Driver Education classes. Films continue to be used for more general instruction and for entertainment in assembly programs. To make a wide variety of films available to our schools at low cost the Montague School Department has joined the Massachusetts Educational Film Cooperative located at the University of Massachusetts. Membership, including the free loan of films in the library at U.M., is obtained by purchasing and depositing with the Cooperative a one reel, 16 mm. sound, instructional film.

Further projects of the department include the purchase of a Revere tape recorder, particularly useful in music training, language study, and speech work.

The coming year should see a further development of the filmstrip library on both elementary and secondary levels, and the purchase of two more filmstrips projectors and portable screens so that each school may be permanently equipped, and provisions for darkening of more classrooms for efficient use of these materials.

FREDERICK OAKES

HOME ECONOMICS

In the high school clothing course, the students were first taught the construction, operation and care of the sewing machine. The principal objectives were to acquire ability in using commercial patterns, skill in the various steps of sewing construction and satisfaction of completing a good-looking garment.

In the foods course, principles of good nutrition were taught and stress was laid on the importance of correct eating to maintain a healthy body. Preservation of foods by canning and freezing was studied in the fall.

In preparing vegetable combinations, the girls learned methods of cooking different classes of vegetables and the importance of developing a taste, appreciation and skill in the preparation of these combinations. Various hot main dishes were made with the objectives of developing a skill in preparing them. Some time was spent in teaching the pupils the cuts of meat so that they might intelligently recognize and select meat for home use. They were also taught the principles of meat and poultry cookery. The girls learned how to serve salads attractively for luncheon and dinner and gained practical experience in their preparation. Quick breads and yeast mixtures were included in the course as well as deep fat frying. Desserts prepared were: Various pies, cakes, cookies, puddings and ice cream.

Time was spent on the study of compromise table service and the students were trained to serve as waitresses at the football banquet.

On December 3, 1952 the annual football banquet was served by the girls to one hundred fifty people including students who helped.

In the eighth grade clothing course, the girls were taught how to repair and darn clothing. They were also taught the operation of the sewing machine. As a project, they made handbags. In the foods course, they learned how to care for the laboratory and how to work together. They prepared fruit, salads, simple vegetable dishes, quick breads, simple desserts and candy.

The Freshmen home economics classes made cookies and punch for open house in November. These refreshments were served in the home economics room by some of the students. A large number of parents and friends visited the department during the evening.

The Home Economics Department managed the concession at the small schools basketball tournament for eight evenings, March 3 — 15, 1952. The net profit was \$177.82 which was turned over to the Student Activity Fund.

In the fall, at the five home football games, we operated the refreshment booth with the help of some of the girls. We made the largest profit of any season, netting \$365.

The Home Economics Club was again organized and in addition to regular meeting, parties were held in observance of some holidays. An outing was held at Look Park in June. All home economics students were invited because the bus transportation was provided from the Student Activity Fund as a reward to the girls who assisted at the concession at the basketball tournament in March.

In conjunction with the exhibit of the art and manual training departments, girls from the Freshman home economics classes staged a style show on the evening of June 5, 1952 in the high school gymnasium. The program was entitled, *From Morn 'Til Night* and featured garments that could be worn as indicated.

Alice Reum

NATURAL SCIENCE CLASSES

The Massachusetts Audubon Society's Course in Conservation and Natural Science is being given this year to five fifth grade classes in the school system. These lessons are designed to stimulate an interest in and an appreciation of the out-of-doors. They are presented bi-weekly. At this time there have been six, as follow.

The first lesson was on general conservation, dealing with ways in which school children can help to conserve our country's natural resources. This lesson was followed by an introduction to the three kingdoms: mineral, plant, and animal. Each kingdom was discussed and its effect on the other kingdoms was emphasized. The importance of green plants as the basis of all our food was the topic of the third lesson. A green leaf was likened to a factory, using raw materials from the soil and atmosphere and energy from the sun to manufacture food. Un-natural Science, consisting of the many false stories about animals, was the next subject. Such tales as a porcupine throwing its quills, owls being blind during the day, and flying fish and flying squirrels being able to fly, were discussed and shown to be untrue. The fifth lesson was devoted to birds' nests. These were identified by using such clues as location, size, shape, and materials. Samples of several evergreens were used in the sixth lesson to show the differences between them; this being followed by a summary of the many ways in which evergreens are utilized by man.

Robert Wood

LIP READING — SPEECH CORRECTION

The hearing testing program was started the day after school opened in September. Two different types of Massachusetts Hearing Tests were used on a few classes to determine which one was considered the most dependable.

588 pupils of the Montague School System took this screening test. Of this number 109 failed the test and were retested in a group. Finally, 87 pupils had an individual Audiometer test. Sixteen of these pupils were found to have varying degrees of hearing loss. Notices were sent to the parents, telling them of the finding of a hearing loss and recommending that these children be taken to an ear specialist for examination and possible treatment. Eight pupils are now enrolled in the lip reading classes.

Thirty-six children are enrolled in the corrective speech classes. Practically all these pupils are from kindergarten, first and second grades. Poor speech habits have been formed and these must be broken down and good speech habits taught to replace them. Several of the children in second grade have already had corrective speech last year, and although their speech has improved, it seemed advisable for them to receive more help in this line in order that good speech patterns are mastered.

BEDA LANGEVIN

FEDERAL LUNCH PROGRAMS

HIGH SCHOOL CAFETERIA

In the year 1952 a total of 11,840 lunches (with milk) were served in addition to 11,425 individual half pints of milk at recess.

By months, the following is the record:

	Lunches with Milk	Recess Milk
January	1911	1399
February	1008	1305
March	1068	1644
April	930	1025
May	960	1476
June	299	625
September	1216	1246
October	1704	1170
November	1453	857
December	1291	678
	<hr/> 11840	<hr/> 11425

In January of 1952 Mrs. Whiteman, long our capable cafeteria manager, was forced by illness to resign. Mrs. Thomas Tippet capably served in her place until June, when she also resigned. In

September of this year, Mrs. Marie DiLorenz took over the job of manager and has proved satisfactory.

In the 1951 report the hope was expressed that we could maintain the twenty cent price for a complete dinner. Though this has been possible thus far, it is problematical whether or not such price can be maintained. We wish to avoid the step taken by so many neighboring schools to increase the price five cents, but we would be even more reluctant to lower the standard of our meals.

WILLIAM CONNELLY

MONTAGUE CENTER SCHOOL

The Montague Center School Cafeteria has been operated during the past year in accordance with the schedule and arrangements of previous years. Mrs. Barbara Annear has served as cafeteria manager and has the assistance of one full time helper. Fifth and sixth grade girls have rendered valuable assistance during the noon hours.

The children receive foods which are recommended by the state and which consist of at least 2 ounces of protein, $\frac{1}{2}$ cup of vegetables with their milk and daily ration. Approximately 100 children are served daily in the school cafeteria. Much of the success is due to the excellent spirit of cooperation on the part of the school personnel. The parents of the children made some valuable contributions to our inventory. The surplus commodities which are allocated to the lunch program were very helpful to us in the matter of affording a balanced diet with such contributions as turkeys, hams, beans, prunes, dried fruit, dried eggs, dried milk, etc. In spite of increased prices of food and labor, the Montague School Cafeteria has been able to maintain the price level of 30c for teachers and 20c for students, and it continues to serve a well-balanced meal every day.

As a further evidence of the success of the cafeteria, we can report that the financial situation of the cafeteria budget is in a healthy condition.

BARBARA ANNEAR

HIGH SCHOOL LIBRARY

There are now 2220 books in the high school library, an increase of 200 over last year's number. Among these are a new twenty-

volume set of the **Book of Knowledge**, a new **Hammond Nature Atlas**, and a splendid gift of one hundred science books, from a very good friend of the boys and girls of the high school. This latter gift will be a definite help in rounding out the science section.

Many new books are needed to keep the library up-to-date. Circulation, as was reported before, depends on the demands of subject assignments, outside reading projects, and pupils' interest in reading as a hobby or form of relaxation.

The new lighting system is adequate and quite an improvement. Library facilities, however, are becoming a bit cramped, and it is recommended that more floor space and shelf space be provided.

It is recommended that required reading lists be sent to the librarian so that the books needed may be made available through various competent sources. It cannot be too strongly urged that teachers check with the library before extensive research or reference assignments are given to students. No library can always, immediately provide all assigned material, except when forewarned of the demand.

The library is still used both as a study hall and library. Thus, there is a conflict in the two types of discipline needed in supervising such an arrangement. If the present librarian were permitted two free periods per day, not study periods, all the library work could be done satisfactorily. Library science could be taught to the Freshmen; help could be given students doing assignments; cataloguing would move along a little faster. As it is now, it is rather difficult to be both librarian and study hall teacher at the same time.

HELEN MCGILLICUDDY

DRIVER EDUCATION

In January 1952, 94 pupils signed for the classroom work. During the course of the term, there was a gradual decrease in attendance, and we finished the year with 71 students. Of that number, 13 did not take the final examination.

The textbook for the course was, "Man and the Motor Car." All classes met once a week and quizzes were given on material previously covered. Films were shown and discussed with each class. Lectures were given on the textbook or timely news items. Time was allowed in each period for questions and answers.

Behind-the-wheel training was started on March 3, 1952, with 11 Seniors and 1 Junior assigned to the first group.

The car left Newton's Garage shortly before 2:00 P.M. every afternoon, as training hours were from 2:00 to 5:00 P. M. Four students were assigned from 2:00 to 4:00 and two from 4:00 to 5:00. Daily records were kept as to the student's progress, later to be

transposed to weekly records. These records are on file in Mr. Wrightson's office. In addition, records were also kept in regard to the time the car left and was returned to the garage plus the mileage readings leaving and returning to the garage.

Instruction was given in all phases of driving, which included the driver compartment, manipulating the controls, starting and stopping, starting on a hill, turning around, parking, hand signals and interpretation of Motor Vehicle Laws. All driving was done in Turners Falls and, if time permitted, one session was devoted to driving in Greenfield. Mr. Albert Falcon gave the tests in Turners Falls and no particular route was followed at any time.

Many Visual Aids were used in the development of Driver Education. Guest speakers were invited to talk on highway safety and we used the travelling clinic of the Massachusetts Bonding and Insurance Company.

Average group time behind wheel:

Group 1	7 hrs.	4 mins.
Group 2	9 hrs.	55 mins.
Group 3	7 hrs.	11 mins.
Group 4	4 hrs.	30 mins.
Group 5	6 hrs.	30 mins.
<hr/>		
	35 hrs.	10 mins.

Average time per pupil behind the wheel: 7 hours.

Thirty-three pupils received their operator's licenses.

HAROLD FUGERE

KINDERGARTENS

Montague Center. From January 1952 until June 1952, two Kindergarten classes were conducted at the Montague Center School. The hours were 9 to 11:30 a.m. and 12:30 to 3 p.m. The Kindergarten served thirty-eight children throughout the year by providing an integrated program of subject matter and activities.

In May, the Metropolitan Reading, Number and Total Readiness Test was administered to all Kindergarten children. Results from the test were used as a basis for later placement.

In September 1952, the Kindergarten re-opened on the same double session schedule but changed to a single morning session in October, due to the enrolment figure of twenty-two.

Some new toys, books, children's records, two easels, and two large tables have been purchased to equip the room.

Both in the establishment and the carrying out of the new Kindergarten program in Montague Center, we have endeavored

to contribute to all phases of a child's growth. On the basis of the education that has been going on since birth, the school builds and tries to extend and enrich the child's experiences and provide a medium through which he may learn to give and to take of group living.

(MRS.) COLETTE E. POWERS

South End School. There are two sessions of Kindergarten at the South End School. The morning session is from 9 to 11:30 a.m., and the afternoon session from 1:30 to 3:30 p.m. We try to have the children who live near each other attend the same session to help with the problem of transportation. The children who live the greatest distance come in the morning and the ones nearer the school come in the afternoon. At present, twenty-five attend the morning session and twenty, the afternoon session.

Some of the units of work that the children have studied have been the home, pets, the first Thanksgiving, Christmas, winter, transportation, community helpers, the coming of spring, the farm, and the circus.

During the year the children have visited the library, a grocery store, and the manger scene on Avenue A. They have been on nature walks near the school and to see a pet puppy and rabbits belonging to children who live near the school. The children were also very interested in seeing the janitor's workshop and the oil furnace that heats the school. There have been parties for Hallowe'en, Christmas, Valentine's Day and the closing day of school in June.

The Tuesday afternoon before school started in September, we asked groups of six or seven children at a time, accompanied by their mothers, to come in for a half-hour period. During the afternoon all the children who were planning to attend Kindergarten were able to come in, to meet a few of the other children, to play with some of the toys, and to become acquainted with the other rooms in the building. It took about three hours that afternoon but it was a great help when school started. Almost all of the children were ready for Kindergarten on the first day and had some idea of what was expected of them.

Kindergarten serves as an educational experience supplementing home training to make the child better prepared for first grade.

MOLLIE E. STRATTON

Millers Falls. This past year the enrolment in the Highland School Kindergarten increased from seventeen to twenty-two pupils. Although one child dropped out because of illness, eleven boys and ten girls are now attending the morning sessions from 8:30 a.m. to 11 a.m.

New equipment and furniture was purchased and installed this past year. The floor was sanded and improved so that the classroom offers an attractive, happy and rich environment in which to work, to play and to learn.

In the Kindergarten, habits are built and experiences shared. The child learns how to get along with other children and with his teacher. He learns to work and to play in a group and to realize that he must wait for his turn and must share with others. He learns how to follow simple directions. He learns to express himself through singing, drawing, painting, building; and to improve in physical coordination through games, dances and other rhythmic activities. He is constantly learning and developing, curious and eager for new facts.

Through the generous cooperation of Kindergarten parents who helped provide transportation when needed, some field trips were taken as follows: visits to the Turners Falls Fire Station, the airport, the local library, the fish hatchery, the bank, the rabbit farm, the dairy farm, the turkey farm, another Kindergarten class, a flower and animal farm.

It is through this first-hand observation and experience, supplemented by discussions, stories, songs, dramatics, painting and construction, that the Kindergarten child emerges at the end of his Kindergarten school year a more mature, more skilled child, better able to face and to solve problems in his daily life and to take responsibility for his own behavior.

(MRS.) EDITH M. CADRAN

CONCLUSION

In recent years much has been heard in education concerning such topics as, "Guiding the Learning Processes"; "Personality development"; and the "Development of the Proper Attitudes". Sometimes it would appear that teachers' colleges do not seem to be too concerned about subject matter. However, the typical college instructors in schools of medicine, dentistry, and engineering, who have never been baptized in the waters of modern education, seem to be definitely subject-matter teachers. Public school teachers who demand specific content outcomes are considered to be old-fashioned teachers who are crucifying the kiddies' personalities. The traditional teacher is accused of holding mental growth and subject matter mastery as more important than emotional and social growth. In her teaching she is said to emphasize skills performance at the neglect of the other outcomes.

We will agree that the old school loaded the curriculum with subject matter quite irrelevant to the needs of students but the cure probably lies in a more judicious selection of subject matter, not in its dismissal.

Certainly we should "guide the learning process" but we

may ask "the process of learning what?" Learning does not proceed unless there is something to be learned. No person probably denies the importance of learning attitudes, group cooperation, responsibility, self-confidence, initiative and other social skills and values; and we believe that teachers should emphasize these qualities, but mastery of subject matter is important also if one is to be successful in a business or a profession and, therefore, some concrete goals should be attained in the educative process. Otherwise, in this so-called "guiding of the learning process", children will be receiving an excellent education in how to avoid responsibilities; how to get by an mediocre work; and how to kill time while appearing to be busily occupied.

There is a grave danger in a type of education which teaches pupils "how to express themselves" and "how to state their opinions" and "how to hold discussions" unless they are also taught the differences between a fact and an opinion. The failure to appreciate that an intelligent discussion must always be based upon larger masses of facts may be responsible for the delusion that from the alchemy of the discussion process will, in some strange way, come the distillation of the truth.

There are certain subject matter learnings that every efficient person must learn such as: to read with comprehension; to write with some clarity; to compute basic arithmetic. There is a philosophy of education which would not require pupils to pursue subjects which the students did not like; but where is there any evidence that pupils are damaged by occasionally being required to learn something in which they have no great consuming interest? Certainly real life requires a certain amount of uninteresting work and school days should be a form of preparation for life.

The term "personality development" is a versatile club which can be wielded during educational disputes. We have heard it from teachers whose aimless activities produce few concrete results, as an excuse for their failures. We have also heard it from those who prefer to take refuge in this vague verbalization instead of having in their classroom a submission to a wholesome form of discipline. We know of no data showing that a moderate amount of firm discipline is harmful to any child but we have seen instances where very lax discipline was distinctly harmful to personality development and to the learning process in the classroom.

The theory that child's misconduct always indicates an unsolved emotional problem which must be hauled to the surface is often implied. It is true that there is usually a reason why a child misbehaves but often it is the natural curiosity of the child to discover "how much he can get away with". Every class tries out every teacher it confronts. While corporal punishment is disappearing and no longer is approved by educators and parents, it is safe to say that a general suspicion by children that a teacher or parent is fully capable of violence does wonders to cultivate an atmosphere of respect and one that is conducive to good learning procedure.

Good discipline in schools is good training for real life. When employees anger the boss they get fired. Drivers who irritate traffic officers get tickets. People who create disturbances in public places get "bounced". If a school fails to teach children that these things are liable to happen to them in future years, it is probably failing to help them to cope with the problems of real life. Of

course, discipline must be tempered with firmness and understanding. Children like a teacher who encourages natural and easy spontaneity, yet restrains those pupils who disrupt the class. Certainly the emotional needs of each child must be taken into account in all cases. Skillfully manipulated discipline of the group is preferable to the personal authority of the teacher. A good teacher is one who can cultivate a wholesome respect and reaction from all of her pupils.

Modern educational theories differ concerning what should be taught in our courses. We find, according to some views, that it is wrong for a teacher to come to class with pre-conceived notions of what will be discussed. In other words, we should base our teaching upon the needs and interests of the pupils at that time. Any idea that the curriculum should be based upon the momentary interests of a minor is too absurd to be taken seriously because many children are not interested in school at all and have no interest in classroom materials or activities. It is still the responsibility of the school to decide upon pupils' needs and the devices and tools required to cultivate interests therein. To do less is to confess that experience and expert knowledge and mature judgment have little place in curriculum building.

To be specific, if children are asked what songs they want to sing in chorus work, you will find that they will prefer mostly popular songs of limited musical value. They will not select those with harmonization or part-singing. Only through the dictatorship of the instructor will they learn to sing parts and to widen their horizons of music appreciation so that they will include the world's great music. Forced feeding, if done skillfully, also has a place in education just as it does in real life.

Each decade brings a rash of new words to the educator's lexicon. Sometimes they carry a new idea but, usually, we have the same old educational wine in a new verbal bottle. Instead of "objectives" we have "overviews" and the old-fashioned course outline becomes a "pre-plan" and so on. New words are often a substitute for new ideas; but these new slogans can win their way into education only when they have something different and when they are better than the old ones. Teachers must strive to maintain a balanced perspective in which a synthesis of the new and the old will be a practical course of action resulting in the development of each individual, the knowledge, interest, ideals, habits and process whereby he will find his place and use that place towards nobler ends.

I am conscious of the excellent spirit of cooperation that exists among the personnel of the Montague Public Schools. Their enthusiasm and willingness to share responsibility have been contributing factors to whatever progress we have been able to make in our public schools.

I appreciate the faithful service rendered to the administration by the secretary to the superintendent, Miss Catherine Kelley. The School Committee has been interested in our educational problems and has devoted considerable time to the deliberation of school problems. It is our sincere hope that we may continue, through this cooperative effort, to maintain a high grade of education for the boys and girls of the Town of Montague.

ARTHUR E. BURKE,

Superintendent of Schools

REPORT OF HIGH SCHOOL PRINCIPAL

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

I herewith submit my annual report. In September, 407 pupils enrolled in the high school, which was the smallest opening enrollment since 1928. In December, 393 pupils were in attendance.

Class	Boys	Girls	Total
Freshmen	55	68	123
Sophomores	39	57	96
Juniors	33	49	82
Seniors	45	43	88
	<hr/> 173	<hr/> 217	<hr/> 390

Geographical Distribution of Students as of October, 1952

	Sen.	Jr.	Soph.	Fresh.	Total
Turners Falls	43	46	45	58	192
Millers Falls	8	4	4	12	28
Montague Center	11	13	12	13	49
Riverside, Gill	10	7	8	14	39
Montague City	9	2	14	14	39
Erving	3	3	8	5	19
Lake Pleasant	3	7	5	8	23
Greenfield	1				1
	<hr/> 88	<hr/> 82	<hr/> 96	<hr/> 124	<hr/> 390

ENROLLMENT BY SUBJECTS

	English Department		Total
	Boys	Girls	
English I	57	68	125
English II	43	57	100
English III	32	52	84
English IV	45	42	87
	<hr/> 177	<hr/> 219	<hr/> 396

Foreign Language Department		
French I	18	24
French II	9	18
French III	10	18
	<hr/> 37	<hr/> 60
Latin I	23	32
Latin II	23	11
	<hr/> 46	<hr/> 43
Spanish I	15	19
Spanish II	3	21
	<hr/> 18	<hr/> 40
		<hr/> 58

Mathematics Department

Elem. Algebra	54	42	96
Intermed. Algebra	24	13	37
Plane Geometry	16	11	27
Rev. Math. (Solid Geom. & Trig.)	12	7	19
Comm. Arithmetic	19	38	57
Applied Math.	7		7
	<hr/> 132	<hr/> 111	<hr/> 243

Social Science Department

U. S. History	44	43	87
Med. Mod. History	35	22	47
Ancient History	16	5	21
Social Science	16	3	19
	<hr/> 101	<hr/> 73	<hr/> 174

Science Department

General Science	30	34	64
Biology	46	54	100
College Chemistry	16	16	32
Practical Chemistry	13	6	19
College Physics	16	11	27
Practical Physics	20		20
	<hr/> 141	<hr/> 121	<hr/> 262

Commercial Department

Comm. Geog. & Law	9	44	53
Bookkeeping I	11	50	61
Bookkeeping II	2	32	34
Adv. Bkpg. & Sales		13	13
Stenography I		35	35
Stenography II		20	20
Typewriting I	15	46	61
Typewriting II		20	20
Business Training	12	5	17
	<hr/> 49	<hr/> 265	<hr/> 314

Music Department

Music Appreciation	52	67	119
Adv. Music App.	2	11	13
Band	14	43	57
Orchestra	5	22	27
Glee Club, Girls		75	75
Glee Club, Boys	34		34
Swingsters	7	8	15
Majorettes		16	16
Cheerleaders		8	8
	<hr/> 114	<hr/> 250	<hr/> 364

Shopwork Department

Manual Arts	35		35
Mechanical Drawing	41		41
	<hr/> 76	<hr/>	<hr/> 76

Home Economics Department

Freshman Sewing		
Freshman Cooking	39	39

Drawing Department

Freehand Drawing	10	49	59
Art Appreciation	13	13	26
	<hr/> 23	<hr/> 62	<hr/> 85

Physical Education Department

Girls Physical Ed.		208	208
Boys Physical Ed.	170		170
	<hr/> 170	<hr/> 208	<hr/> 378

SCHOLARSHIP

We are pleased to report that the majority of our students are endeavoring to do a conscientious job in the classroom. During the year, 32% of our pupils were named on the Honor Rolls which were published at the conclusion of each ranking period.

This figure is encouraging particularly in view of the competition which schools are facing from television, radio, moving pictures and other entertainment devices.

Higher Institutions of Learning

Turners Falls High School again received a Class A rating from the Massachusetts Department of Education.

In a recent follow-up survey conducted by the Principal, more than seven hundred replies were received from graduates. The survey covered the period from 1942 to 1952 and among other facts showed that 44% of our graduates had continued on to higher institutions for further education.

In recent years, criticism has been leveled at the curricula of high schools, charging that the programs were designed to educate the few. The results of the recent survey at Turners Falls would seem to indicate that we are fitting our program of studies to the needs of a large group of students. When almost 50% of our graduates go on to further their education and 30% go into commercial work immediately after graduation, it is evident that our program is sound and should be continued.

Our graduates are enrolled at present in the following higher institutions of learning.

American International College	Hebron Academy
Antioch College	Hobart College
Bentley School of Accounting	Ithaca College
Boston University	Katherine Gibbs School
Bridgewater State Teachers Col.	Los Angeles State College
Brown University	Mandl School
Catholic University of America	Mercyhurst College
Chamberlain School	Merrimac College
Colby Junior College	Midwestern University
Dartmouth College	New York University
Fitchburg State Teachers College	Monson Academy
Gordon College	Mt. Hermon School

Northampton Commercial College	St. Michael's College
Northeastern University	Tufts College
Pittsfield Gen. Elec. School	Westfield State Teachers College
Purdue University	Western Mass. School of Pharm.
Salem State Teachers College	Williams College
Sargent College	University of Cincinnati
Springfield College	U. S. Naval Academy Annapolis

Hospital Training Schools

Burbank Hospital	Mercy Hospital
Cooley Dickinson Hospital	Providence Hospital
Franklin County Public Hospital	Springfield Hospital
Henry Heywood Memorial Hosp.	St. Luke's Hospital
Massachusetts General Hospital	

HIGH SCHOOL SURVEY

At the request of the Montague School Committee, the Department of Education was asked to evaluate the program at the Turners Falls High School with special attention to the Commercial Department and the Guidance Program.

Mr. Bruce Jeffery, Head of the Commercial Department at Salem State Teachers College, conducted the survey in the Commercial Department and I include a few of his comments.

Teachers: "I am impressed with their excellent ability in teaching the skill subjects, Bookkeeping, and Typewriting. Their proficiency is excellent."

Courses of Study: "Specialization is being taken care of at what appears to be satisfactory levels."

"There is provision for the preparation of senior pupils for specific office and store positions."

"Provision is being made for individual differences in the capacity of pupils in the respective classes."

"Recognition of the needs of non-vocational pupils is apparent. Such provision as can be made within classes is being made for these pupils."

"There is no separated organized work in secretarial or office practice."

"The limited number of machines makes it impossible to give more than an acquaintanceship with the few machines available."

"Purchase of additional equipment should be considered."

The survey in Guidance was conducted by Mr. Warren Benson supervisor in the State Department of Education.

Mr. Benson used as the basis for his study, the follow-up survey mentioned previously. Excerpts from his analysis follow:

1. 6.8% of the graduates procured training in vocational and industrial arts under headings of "Farming," "Vocational," and "Industrial."

2. 44.75% went into post secondary schools, colleges and nursing training. This is a very high percentage and seems to indicate that the college preparatory course at Turners Falls High School,

should have very special support so that it might continue its apparent general efficiency.

3. Only 3.4% of all the former graduates found it necessary to procure further commercial education. It seems to indicate that the commercial education program is extremely effective and should be continued.

4. 30.7% went into occupations based upon business education. This is indicated by compilation, "Bookkeeping," "Clerical," and "Secretarial."

5. 16.4% of all graduates are now in the professions, nursing and other medical careers.

6. More than 39% of the girls are married.

As a result of his study, Mr. Benson concluded that there was need of an expanded guidance program in the Junior and Senior High School.

In September, our guidance program will be under the supervision of a Director and five Counselors. The Counselors have been chosen from members of our faculty and it is expected that the Director will be named shortly.

It is felt that real guidance can be given to our students by the men and women who know the backgrounds, capabilities and aptitudes of the boys and girls. Miss Little, Miss Lindsay, Mr. Oakes and Mr. Garrahan will counsel the High School group and Miss Blondena Argy will guide seventh and eighth grade students. Until a graduate director is chosen, the program will be co-ordinated by the Principal.

DRIVER EDUCATION

The complete course in Driver Education is now a regular part of our school curriculum. Since the Newton Motor Sales donated a car for our road training, thirty-three students have passed tests and received licenses from the Registry of Motor Vehicles.

Further information regarding this program may be noted in Mr. Fugere's report, but it is safe to say that it is a valuable addition to our program.

EXTRA—CURRICULAR ACTIVITIES

Our extra-curricular activities continue to occupy the attention of more than three hundred students in the field of Dramatics, Music, Athletics and Club organizations.

These activities are conducted during the afternoon after regular classes have been dismissed. It is our belief that our students prefer this plan to a so-called "activity" period during the morning sessions.

It is our opinion that our extra-curricular activities have flourished because membership is voluntary and because students are interested in the activity. In addition the student is not limited to one activity, and is therefore able to spread his interests.

The success of our various organizations seems to prove that this plan is more advantageous for our particular situation.

The first event of the year as usual was the Class of 1952 play, "Our Hearts Were Young and Gay." More than fifty young people assisted in presenting a commendable performance under Miss Teed's direction.

The thirty-seventh Prize Speaking Contest was presented by eight members of the Junior class in May. It is interesting to note that seventy-one members of the class competed for the eight speaking parts.

The following week, the Juniors under Miss McGillicuddy's direction, conducted the Junior Prom. Eight hundred parents and friends were guests in the balcony.

Two performances of "Varieties" occupied the attention of one hundred seventy students who presented a program of instrumental and vocal selections as well as a tumbling exhibition by the girls. Miss Argy, Mrs. Reidy and Mr. Weiner directed this activity and Miss DesOrmeaux supervised the decorations for the stage.

Four hundred people visited the high school during Open House night which was held during National Education Week in November.

Our teachers are grateful for this interest upon the part of the parents and have found that the conferences are of real value. At the conclusion of the conference period, our guests were entertained by the band and the senior dramatic group.

The Christmas Concert under the direction of Miss Argy and Mr. Weiner was presented before the holidays to a near capacity audience. Seasonal decorations were conceived by Miss DesOrmeaux and her art classes.

The Netop Staff presented several issues of the school paper and a senior staff produced the yearbook with Miss Teed as adviser.

The Commercial Club under Miss Little's supervision operated the school savings program each Tuesday and gained practical experience in bookkeeping.

Miss Porter directed the French Club in several meetings and the Home Economics and Community Clubs under Miss Reum's and Miss McGillicuddy's directions, carried on a regular program.

The Camera Club was organized by Mr. Oakes and several interesting meetings were conducted in which various aspects of photography were discussed.

GROUP GUIDANCE

During the year, many guests appear at our assembly programs to discuss occupations, colleges, nursing schools, etc. The following is a partial list of people who appeared at our assembly periods.

National Rifle Association—safety in use of firearms
 Conservatory Players—one act play
 Worcester Polytechnic Institute
 Kurt Singer—International Events
 Coyne Electrical School
 Col. Wellington Furlong—Korea and Its Implications
 Registry of Motor Vehicles—safety
 Emerson College
 Bryant College

Savings Bank Life Insurance
 Massachusetts School of Physiotherapy
 The Lancasters—Physical education
 Henry Heywood Memorial Hospital
 Marimba Duo—music
 Massachusetts State Police
 Grace Keene—dramatic readings
 Mary Carr Baker—personality
 Drivers Clinic
 Civil Air Patrol
 North Adams Teachers College

CONCLUSION

We are grateful to the School Committee for the splendid improvements which have been made in the high school building during the past year.

The installation of modern lighting has transformed our classrooms into pleasant cheerful workrooms. The remodeling of the Principal's office has resulted in administrative offices which are modern in every respect. The new arrangement makes for greater efficiency in handling the many problems which come to the attention of the Principal each day. When it is realized that an average of some two hundred pupils, teachers and visitors enter our office daily, it is evidence enough that we should have modern administrative facilities.

The remodeling of the cafeteria has been a decided improvement and now presents a very attractive place for our students to congregate at lunch time.

Our facilities for Press and Radio at our football games were enlarged by Mr. Girard and we should have adequate public relations space for several years.

Many people continue to make it possible for us to present awards for achievement in scholastic achievement and extra curricular activities.

Awards were again presented by the classes of 1913, 1945, 1946, 1947, and 1948. The graduating class of 1952 sponsored an award for excellence in the study of languages.

The Turners Falls Rotary Club, the Turners Falls A. C. and Mr. Wallace Marston continued their custom of many years standing by again presenting athletic awards. The Clarence W. Allen Post #178 presented for the first time an award for excellence in the study of U. S. History.

Scholarships were presented by the Turners Falls A. C., Turners Falls Woman's Club, the Turners Falls Parent-Teacher Association and Representative Olaf Hoff Jr. Awards for excellence in music were presented by the Turners Falls Military Band, an anonymous donor and the Band Alumni.

We have received splendid cooperation from the Clarence W. Allen Post #178 and Auxiliary, the Street Department, Police Department and Town Office, and we are grateful for their assistance.

This faculty has been conscientious and cooperative in the classroom and in the conduct of extra-curricular activities. I am grateful for your interest and assistance in the problems of secondary education. Even though your duties have multiplied during the past few years this help has been freely given.

The cooperation of the School Committee is also appreciated.

Respectfully submitted,

GEORGE F. WRIGHTSON,
Principal

PHYSICAL EDUCATION AND ATHLETICS

In the kindergarten and primary grades the program included rhythmical activities, folk dancing, games and story plays.

Folk dancing, games and developing exercises were used from the third grade through grammar school and ballroom dancing was taught to all fifth and sixth grade pupils.

The High School girls continued with Danish exercises and a new group of conditioning rhythmic exercises. Hygiene classes were conducted throughout the year.

The girls' varsity basketball schedule was as follows:

Amherst 28	Turners 22
Northampton 31	Turners 24
Northfield 37	Turners 45
Hopkins 13	Turners 35
Arms Academy 36	Turners 48
Northfield 32	Turners 55
Greenfield 40	Turners 38
Arms Academy 37	Turners 38
Greenfield 44	Turners 47
Northampton 37	Turners 40

The following were awarded letters:

Betty Sopollec (Captain))	Betty Bergiel
Janice Clark	Susanna Foley
Mary Koscinski	Sally Handfield
Marguerite Squires	Alice Lehman
Mary Marlow	Erma Pease
Joanna Banash (Manager)	

The class of '53 won the intramural basketball tournament and the following won numerals:

Betty Bergiel	Sally Handfield
Judy Laukaitus	Erma Pease
Alice Sierakoski	Susanna Foley
Alice Lehman	

The tumblers performed at the annual field days and at Varieties on May 22 and 23, and the following received letters:

Wilma Lyman
Phyllis Nelson
Patricia Kratz
Helen Chagnon
Grace Damon
Barbara Jurek
Joan Pierce
Jacqueline Annear
Joan Beauchamp

Marjorie Swhela
Carol Suda
Patricia Brozo
June Mesic
Erma Pease
Janice Clark
Norma Thibodeau
Jeanne Bordeaux
Janet Cossett

The annual field days were held at Millers Falls on June 2, Montague Center on June 3, Montague City on June 4 and at Turners Falls on June 6.

(MRS.) HELEN REIDY

BOYS' PHYSICAL EDUCATION

The boys' physical education classes in the High School were conducted by Mr. Schultz and Mr. Putnam. This has allowed a complete program for every boy in the High School with classes available in every period of the school day.

The program consisted of game fundamentals, marching drills, conditioning exercises, dual resistive exercises and corrective exercises.

Tumbling and varied games completed the program.

The High School boys took part in the annual field day exercises offering a mass calisthenics drill and marched in the parade.

Boys in the 7th and 8th grades, now all housed in the Gammar School, have been given the advantage of the better facilities of the High School gym and field to carry on a well-rounded program in Physical Education. Game fundamentals, conditioning and corrective exercises, mass and team games, tumbling, marching, and health and hygiene lectures form the care of the program. Large classes and limited time restrict the program somewhat, but the advantages of better facilities more than offset this.

RICHARD PUTNAM

FOOTBALL

Fall practice began on August 8, 1952 with evening sessions. A total of forty (40) boys reported, including 16 lettermen from the 1951 squad.

The purchase of thirty-three (33) new helmets (Wilson Plastic) was a valuable addition to the equipment.

The drying room inside the locker room, erected by the maintenance department in 1951, was added to by the construction of

seventy (70) wooden bins to accommodated the Varsity and Freshmen Football Helmets.

The whirlpool bath again was a great aid to the players taking part in athletics.

An Infra-red Heat Lamp was given to the Athletic Department by Dr. Warren Thomas to aid in the caring for all men participating in athletics.

A ten (10) game schedule was played resulting in one (1) win; one (1) tie; and eight (8) losses.

Turners Falls	7	Adams	7
Turners Falls	0	Holyoke	37
Turners Falls	25	Drury	13
Turners Falls	12	Athol	13
Turners Falls	18	Tech	24
Turners Falls	0	Agawam	34
Turners Falls	21	Westfield	54
Turners Falls	0	Gardner	12
Turners Falls	14	Chicopee	33
Turners Falls	7	Greenfield	27

FRESHMEN FOOTBALL

Freshmen Football was conducted as a separate unit under the Coaching of Mr. Richard Putnam and played a six (6) game schedule resulting in five (5) wins and one (1) loss. A very strong but numerically small team turned in the best record in several years and gave promise of developing some fine varsity material.

Turners Falls Frosh	25	Deerfield Academy Frosh	13
Turners Falls Frosh	15	Greenfield Frosh	14
Turners Falls Frosh	26	Amherst Frosh	13
Turners Falls Frosh	22	Mt. Hermon Frosh	12
Turners Falls Frosh	0	Greenfield Frosh	13
Turners Falls Frosh	6	Amherst Frosh	0

Numerals were awarded to the following.

Cadran, Dale	Beaubien, Nelson
Chappell, John	Drewski, John
Newton, Robert	Martineau, Robert
Tolan, Ralph	Turcer, John
Saulnier, Peter	Rastallis, Stanley
Prunier, Raymond	James, Arthur
George, Joseph	Hastings, Eugene
Cutler, Woodrow	Murphy, Robert
Pelis, John	Smith, Leslie, Mgr.

JUNIOR VARSITY FOOTBALL

The Junior Varsity Football Squad was under the coaching of Mr. Edward Bourdeau and played a schedule of six (6) games resulting in four (4) wins and two (2) losses.

Turners Falls Junior Varsity	7	Athol	0
Turners Falls Junior Varsity	40	Arms Academy	12
Turners Falls Junior Varsity	12	Orange	0
Turners Falls Junior Varsity	13	Orange	18
Turners Falls Junior Varsity	6	Athol	13
Turners Falls Junior Varsity	12	Mt. Hermon	6

The annual football banquet was held on December 3rd, 1952 in the High School Cafeteria. Mr. George Wrightson acted as toastmaster and called on Mr. Arthur E. Burke, Superintendent of Schools and the coaching staff for short talks. The guest speaker for the evening was Mr. Ossie Solem, Head Coach of Football at Springfield College who gave a very excellent and entertaining talk.

The Freshmen girls of the Home Economics class under Miss Alice Reum, served a delicious turkey dinner. The Boys Glee Club, under the direction of Miss Florence Argy. sang with solos by Paul Lemoine, Jack Councilman, and Elliot Markham.

The football squad, represented by Captain Norman Gerber, presented Coach Schuldts with an alligator wallet and matching key case in appreciation of his services.

The returning lettermen for 1953 elected Fullback Eugene Sojka, Captain for the 1953 football team.

Norman Gerber, 1952 Captain, was elected to the All-Western Massachusetts Football Team at a tackle position. This selection is made by the sportswriters.

Certificates and Varsity Football Letters were awarded to the following lettermen at the banquet.

Gerber, Norman, Captain	Zewinski, Eugene
Care, Charles	Sojka, Eugene
Gay, Edward	Desautels, Robert
Councilman, John	Hurlbut, Alan
Pleasant, Francis	Councilman, Lewis
Foley, Thomas	Fritz, Christian
Miner, George	Folk, Joseph
LaPalme, Norman	Gelinas, Donald
Killelea, Francis	Piotrowski, William

At Class Day Exercises, Frederick Lyman was given the fifth annual Football Trophy for the boy who best exemplified the Turners Falls spirit.

The Turners Falls Athletic Club gave a dinner at the Athletic Club Hall and awarded gold footballs to the senior lettermen and to the Greenfield High School co-captains.

Mr. Edward Bourdeau, Mr. Richard Putnam, Mr. George Bush, Mr. Walter Kostanski, and Mr. Harold Pevere were valuable in assisting with the coaching of the teams and with the scouting of opponents. Football injuries were cared for by Dr. Kenneth Jacobus and by Mr. Raymond George who was attending trainer for the squad.

VARSITY BASKETBALL

The varsity basketball squad reported for practice the day after Thanksgiving, November 30, 1952.

A nineteen (19) game schedule was played resulting in four (4) wins and fifteen (15) losses.

Henry Madden was awarded the Sheff Basketball Award.

Turners Falls	31	Deerfield	25
Turners Falls	39	Gardner	51
Turners Falls	48	Northampton	73
Turners Falls	34	Athol	51
Turners Falls	27	Holyoke	58
Turners Falls	7	Greenfield	19
Turners Falls	46	Westfield	70
Turners Falls	57	Brattleboro	51
Turners Falls	57	Chicopee	61
Turners Falls	38	Gardner	64
Turners Falls	57	Northampton	73
Turners Falls	55	Deerfield	45
Turners Falls	51	Holyoke	82
Turners Falls	50	Greenfield	61
Turners Falls	53	Orange	57
Turners Falls	43	Athol	50
Turners Falls	45	Westfield	61
Turners Falls	46	Brattleboro	38
Turners Falls	44	Chicopee	57

Certificates and Varsity Basketball Letters were awarded to the following lettermen.

Akey, Ralph
Care, Charles
Conway, Paul

Gelinas, Donald
Madden, Henry
Sojka, Eugene

Charles Care was elected captain of the Basketball Team for the 1952-1953 season.

JUNIOR VARSITY BASKETBALL

The Junior Varsity Basketball Squad coached by Mr. Edward Bourdeau played a schedule of twenty-one (21) games winning eight (8) and losing thirteen (13)

Turners Falls J.V.	17	Mt. Hermon J.V.	35
Turners Falls J.V.	42	Deerfield J.V.	22
Turners Falls J.V.	31	Northampton	33
Turners Falls J.V.	39	Athol J.V.	52
Turners Falls J.V.	21	Holyoke J.V.	66
Turners Falls J.V.	26	Greenfield J.V.	47
Turners Falls J.V.	29	Westfield J.V.	42
Turners Falls J.V.	29	Brattleboro J.V.	49
Turners Falls J.V.	37	Chicopee J.V.	38
Turners Falls J.V.	41	Gardner J.V.	33
Turners Falls J.V.	54	Northampton J.V.	53
Turners Falls J.V.	66	Deerfield J.V.	35
Turners Falls J.V.	32	Holyoke J.V.	41

Turners Falls J.V.	29	Greenfield J.V.	47
Turners Falls J.V.	40	Deerfield Acad. J.V.	36
Turners Falls J.V.	62	Orange J.V.	44
Turners Falls J.V.	35	Athol J.V.	43
Turners Falls J.V.	36	Westfield J.V.	51
Turners Falls J.V.	37	Brattleboro J.V.	27
Turners Falls J.V.	41	Mt. Hermon J.V.	42
Turners Falls J.V.	66	Chicopee J.V.	37

FRESHMEN BASKETBALL

The Freshmen Basketball Team was coached by Mr. Richard Putnam and played a schedule of eight (8) games.

Turners Falls Frosh	22	Greenfield Frosh	43
Turners Falls Frosh	22	Mt. Hermon Frosh	49
Turners Falls Frosh	25	Greenfield Frosh	35
Turners Falls Frosh	33	Amherst Frosh	34
Turners Falls Frosh	26	Deerfield Acad.	44
Turners Falls Frosh	37	Mt. Hermon Frosh	51
Turners Falls Frosh	39	Deerfield Acad.	56
Turners Falls Frosh	22	Amherst Frosh.	30

Much valuable experience was gained and several players may be of assistance to the varsity team in the future.

Numerals were awarded to the following:

Plaza, John	Escott, Robert
Sulda, Paul	Kellyhouse, Kenneth
Saulnier, Raymond	Hurlbut, Alan
Waryas, Francis	Stewart, Charles
Miner, Kenneth	Hall, Charles
Couture, John	Gmyrek, Paul

VARSITY BASEBALL

Varsity Baseball candidates reported the second week of March. Work-outs were conducted in the gymnasium each day until the weather permitted outdoor work at which time forty (40) boys reported for practice.

This year the Junior Varsity and Freshmen Baseball Teams under the coaching of Mr. Edward Bourdeau played a regular schedule.

The Rotary Club awards of two royal blue sweaters were awarded to Richard Newton and Henry Kosloski at the annual banquet given to the baseball team by the Turners Falls Rotary Club. Mr. Stanley Benjamin was the guest speaker at this banquet. Eugene Zewinski and Charles Care were awarded the Marston awards of miniature gold baseballs.

The varsity baseball team played a schedule of fourteen (14) games, winning six (6) and losing eight (8).

Turners Falls	8	Orange	6
Turners Falls	1	Holyoke	0
Turners Falls	4	Northampton	5
Turners Falls	7	Athol	8
Turners Falls	7	Chicopee	6
Turners Falls	9	Westfield	2
Turners Falls	3	Greenfield	9
Turners Falls	0	Holyoke	1
Turners Falls	7	Northampton	5
Turners Falls	4	Chicopee	8
Turners Falls	6	Westfield	13
Turners Falls	2	Greenfield	3
Turners Falls	4	Orange	3
Turners Falls	4	Athol	8

Certificates and Varsity Baseball Letters were awarded to the following lettermen:

Care, Charles	Niedbala, Edwin
Gelinas, Donald	Sojka, Eugene
Kosloski, Henry	Zamojski, Robert
LaPalme, Norman	Zewinski, Eugene
Lynch, William	Lyman, Frederick, Manager
Newton, Richard	

Norman LaPalme was elected captain for the 1953 season.

JUNIOR VARSITY BASEBALL

The Junior Varsity Baseball Team was coached by Mr. Edward Bourdeau and played a schedule of six (6) games, winning all six (6) games.

Turners Falls J.V.	12	Arms Academy	5
Turners Falls J.V.	4	Arms Academy	0
Turners Falls J.V.	12	Athol	2
Turners Falls J.V.	11	Mt. Hermon	2
Turners Falls J.V.	6	Turners Falls Frosh	4
Turners Falls J.V.	6	Turners Falls Frosh	1

FRESHMEN BASEBALL

The Freshmen Baseball Team was coached by Mr. Edward Bourdeau and played a schedule of eight (8) games winning two (2) and losing six (6).

Turners Falls Frosh	3	Mt. Herman Frosh	5
Turners Falls Frosh	6	Deerfield Academy	7
Turners Falls Frosh	6	Deerfield Academy	8
Turners Falls Frosh	7	Mt. Hermon Frosh	3
Turners Falls Frosh	18	Greenfield Frosh	4
Turners Falls Frosh	4	Turners Falls J.V.	6
Turners Falls Frosh	3	Greenfield Frosh	7
Turners Falls Frosh	1	Turners Falls J.V.	6

Numerals were awarded to the following:

Bordeaux, Eugene	Spence, Edmund
Whiteman, Michael	Rau, Robert
Kellyhouse, Kenneth	Gmyrek, Paul
Sulda, Paul	Conway, Lawrence
Waryas, Francis	Stewart, Charles
Pease, James	McKay, David
Miner, Kenneth	

Varsity Track

The Varsity Track Team was coached by Mr. Richard Putnam and achieved great success. They won a dual meet from Westfield High School and lost a dual meet to Mt. Hermon. This team won the Valley League Championship with Chester Koscinski, William Gay and Henry Madden scoring most of the points.

The Western Massachusetts High School Track Meet produced fine competition and Turners Falls placed fourth (4) in a field of twelve (12) high schools.

Certificates and Track Letters were awarded to the following:

Koscinski, Chester	Newton, Richard
Gay, William	Sedgwick, Robert
Madden, Henry	Care, Charles
Wiberg, Edward	Miner, George
Gelinas, Donald	Brown, Louis
Zewinski, Eugene	Lagimoniere, Ernest
May, Lloyd	(Manager)

The Track Award of The Class of 1948 for the boy who best typified the Turners Falls spirit in Track was awarded to William Gay.

Tennis

The Tennis Team coached by Mr. Christopher T. Garrahan completed a successful season in June highlighted by a victory over Deerfield Academy and capturing second (2) place in the Valley League.

The Tennis Team had a schedule of nine (9) meets, winning four (4), losing three (3) and tying two (2).

Turners Falls	4	Holyoke	2
Turners Falls	5	Deerfield Academy	7
Turners Falls	6	Westfield	0
Turners Falls	0	Greenfield	6
Turners Falls	6½	Deerfield Academy	6½
Turners Falls	3	Holyoke	3
Turners Falls	5	Westfield	1
Turners Falls	10	Deerfield Academy	3
Turners Falls	2	Greenfield	4

Certificates and Letter Awards were given to the following.

Thurston, John (Captain)	Kobera, Bernard
Akey, Ralph	Collins, Gerald
Markol, Stanley	Killelea, Francis
Paulin, Robert	Couture, John
Bender, Raymond	

GRAMMAR SCHOOL FOOTBALL

The Turners Falls Grammar School Football Team, under the coaching of Mr. George Bush, completed its second season of organized football. A squad of twenty-seven (27) boys reported of which twenty-one (21), fourteen (14) from the 8th grade and seven (7) from the 7th grade finished the season.

All boys were fully equipped with shoes, pants, and jerseys. Helmets, shoulder pads and hip and kidney pads were again supplied from the high school Varsity equipment.

The team had its own locker room this year located on the lower floor of the Grammar School. Two showers were installed in the locker room along with benches and lockers.

This team employed the same formations as the Varsity and Freshmen squads and used the sled, dummies, and all facilities of the High School. Practice was held daily on the High School practice fields and home games were played on the varsity gridiron at Sheff Memorial Field.

The schedule included five (5) games of which three (3) were won and two (2) were lost.

Turners Falls Grammar School	13	Orange	20
Turners Falls Grammar School	20	Greenfield Frosh Res.	7
Turners Falls Grammar School	19	Greenfield Frosh Res.	33
Turners Falls Grammar School	26	Orange	7
Turners Falls Grammar School	26	Amherst	0
Points 104			Points 67

GRAMMAR SCHOOL BASKETBALL

Basketball in the Grammar School took on a new light this past year with the fielding of a well drilled and newly uniformed team.

Forty (40) boys reported to Mr. John Collins, coach, at the start of practice and a squad of twenty-seven (27) players finished out the season.

Practice was held daily at Hibernian Hall, but all home games were played in the High School Gymnasium.

Twenty (20) new uniforms and twenty (20) warm-up shirts were purchased along with basketballs.

A Grammar School Basketball League was formed bearing the name: The Franklin County Grammar School League. The members of this league were Turners Falls, Orange, Shelburne Falls, (Crittenden School), Buckland, (Baker School). Each team played each other three (3) times and the games were played as double headers in the high school gymnasium of each town.

A trophy was purchased for \$40.00 and awarded to the League winner. Each school contributed \$10.00 toward the purchase. The trophy is to remain in permanent possession of the team winning it three times, otherwise the school winning it for the year keeps it until there is another winner.

Academic eligibility and an age limit were included in the constitution of the league. Approved officials only are permitted to work the games. At any of the games no admission was charged.

Good sized crowds attended all games with transportation being provided for students by the schools. Cheering sections were organized and each grammar school had its own cheer-leaders. The League proved highly successful and will be again in operation in 1952-1953.

Turners Falls Grammar School swept thru the League without defeat and the trophy is its possession for the year. The Turners Falls Grammar School Basketball Team had a very successful season playing seventeen (17) games, winning fifteen (15) and losing only two (2).

Much valuable experience has been gained and the prospect for a good freshmen team and future varsity teams is good.

Turners Falls Grammar	23	Amherst	22
*Turners Falls Grammar	30	Baker School	17
Turners Falls Grammar	35	Greenfield	34
*Turners Falls Grammar	40	Orange	22
Turners Falls Grammar	30	Brattleboro	33
*Turners Falls Grammar	44	Crittenden	30
*Turners Falls Grammar	45	Baker School	20
*Turners Falls Grammar	45	Orange	26
Turners Falls Grammar	38	Greenfield	36
Turners Falls Grammar	26	Greenfield	18
*Turners Falls Grammar	45	Crittenden	31
*Turners Falls Grammar	44	Baker School	25
Turners Falls Grammar	34	Brattleboro	47
*Turners Falls Grammar	45	Orange	26
*Turners Falls Grammar	41	Crittenden	33
Turners Falls Grammar	35	East Whately	26
Turners Falls Grammar	37	South Deerfield	32

Points 607

Points 486

* Franklin County Grammar School League games.

GRAMMAR SCHOOL BASEBALL

Baseball in the Grammar School was played with a great deal of success. A League, The Franklin County Grammar School League was organized for this sport on the same basis as in basket-

ball. The same academic and eligibility rules governed this league in baseball as in basketball. A Trophy was purchased and awarded to the winner with the same rules governing the retention of the trophy. The members of the league were The Turners Falls Grammar School, Orange, Buckland (Cavaliers), and The River Bend School of Athol.

The league winner was The River Bend School of Athol and the trophy is in its possession for the year.

Thirty-five (35) boys reported to Mr. John Collins, coach, at the start of practice and a squad of twenty (20) boys finished out the season.

Practice was held daily at Unity Park and all home games were played here.

The Turners Falls Grammar School baseball team played eight (8) games, six (6) in the league and two (2) independent games, winning six (6) and losing two (2) for the season.

Turners Falls Grammar	13	Buckland	3
Turners Falls Grammar	16	Greenfield	6
Turners Falls Grammar	4	River Bend School	6
Turners Falls Grammar	11	Orange	2
Turners Falls Grammar	2	Greenfield	0
Turners Falls Grammar	4	Buckland	3
Turners Falls Grammar	3	River Bend School	13
Turners Falls Grammar	3	Orange	1

WILLIAM F. SCHULDT

REPORT OF SCHOOL NURSE

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

Health education in the Montague Public Schools includes working with children and parents in an effort to help these people to solve problems that are related to health and social activities.

The usual medical work and education has been carried out throughout the past year. Educational films pertaining to the health of our boys and girls have been shown during the assembly periods. We have tried to correlate the topics of the educational films with our testing program. For example, during the period when the vision tests were being administered to the pupils, we were able to show the film, "Wonderland of Vision" which was the story of optical glass and the method of making and fitting glasses to those who have visual defects.

This year the health department purchased a pedograph to assist in securing a record of the foot-prints of the pupils. The machine was used for pupils in grade 5 through the high school. This test was administered in accordance with recent legislation which requires a foot examination of public school pupils. Each print is examined by the school physician and these are placed on file with the health records of the individual pupils.

The annual patch test was given in the spring of 1952. I am pleased to report that there were no positive reactions.

Upon invitation of the School Department, Dr. Frankowski, psychologist from the Belchertown State Hospital, devoted some time toward a testing program and consultation work in our public schools. We appreciated this service and it was valuable to school officials in the matter of adjustment of pupils who have scholastic difficulties.

Because of the fact that many of our elementary pupils had not been immunized against diphtheria, a clinic was held through the cooperation of the P. T. A. and the Board of Health whereby these children were given an opportunity to receive the immunization tests against diphtheria. Seventy-seven letters were mailed out to parents from the office of the school nurse. Thirty-seven children took advantage of the opportunity which will afford them protection against diphtheria, tetanus and whooping cough. Three different injections were given at monthly intervals. Dr. Warren Thomas of the Montague Board of Health administered the tests.

It is a pleasure to report the pupils' parents seem to be paying better attention to the care of the children's teeth. The dental program which we announced three years ago seems to be working satisfactorily. The success of the program is due in a large measure to the cooperation of the dentists in this area. They have been willing to give time toward the problem of making the proper entries on the dental forms which we like to keep on file for pupils' records.

Mrs. Mary Carr Baker spoke to the girls of the Grammar School and the Turners Falls High School on matters pertaining to personal hygiene and personal health habits.

We are fortunate to have the facilities of the Clinic Service of the Franklin County Hospital which has been used in many of our more serious problems. Some of the clinics which have been used are the Child Guidance Clinic, the Pediatric Clinic, the Crippled Children's Clinic and the Dental Clinic.

The office of the school nurse has done much in the matter of charity and welfare. \$495.40 was distributed to needy children during the past year.

Hot Lunches	\$ 11.40
Dental Care	285.00
Glasses	34.00
Health Camp	130.00
Camp Anderson	35.00
	<hr/>
	\$ 495.40

The Salvation Army, the several P. T. A. organizations and the Montague Teachers' Association have rendered very helpful assist-

ance in these worthwhile causes. In addition, the Rotary Club sponsored a two weeks' vacation at Camp Wyiaka, Richmond, New Hampshire, for six boys.

I would like to thank all organizations and individuals who have assisted me in my work as School Nurse. I appreciate the helpful suggestions offered to me by the Superintendent of Schools and also the spirit of cooperation offered by all members of the personnel of the Montague School Department.

Respectfully submitted,

EUPHRASIA PURRINGTON, R. N.

January 15, 1953

REPORT OF SCHOOL PHYSICIANS

Turners Falls, Mass.
January 10, 1953

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

I herewith submit my report as School Physician in Precinct 1 for the schoolyear beginning September, 1952.

The physical examinations of the general student body were completed early. Continued improvement in the correction of existing defects was noted.

As previously, separate examinations were made of those engaged in athletics in the Grammar School, Freshman Class, Junior Varsity and Varsity, and Girls' Basketball.

As a means of determining structural foot defects, we have instituted foot tracing procedures by use of a Pedagraph, which has proved to be very satisfactory and furnishes us with a permanent record which is filed with the customary record.

During the football season all home games were attended, and the injuries, though fairly numerous, were fortunately not of a serious nature.

At the present time German Measles and some Mumps cases are prevalent, but these are essentially mild in character.

As in other years, a large number of cases were seen at the office, and during the summer months a number of health and work certificates were issued,

Inspections were made in regard to building cleanliness and sanitation, and were found to be excellent.

Respectfully submitted,

KENNETH W. B. JACOBUS, M. D.

Millers Falls, Mass.
January 13, 1953

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

The regular physical examinations at the Highland School were done in October 1952, when 125 pupils were examined. In general, the physical condition of the pupils was excellent.

All of the new defects found were minor ones and were brought to the attention of the parents concerned.

The general cleanliness and sanitation of the school building is excellent. The lack of a supply of hot water continues to be a disadvantage to both pupils and teachers and I recommend that this be furnished to them.

I wish to thank the teachers of the Highland School and the school nurse, Miss Purrington, for their cooperation in assisting me.

Respectfully submitted,

EMID D. ELGOSIN, M. D.

January 14, 1953

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

The annual physical examinations of the pupils at the Montague Center School were carried out. Each child was given a general physical examination. It was gratifying to note that there were no serious diseases found, and many of the minor defects which were detected a year ago, have been corrected.

I wish to thank the teachers and the school nurse, Miss Euphrasia Purrington, for their cooperation in helping me to complete the examinations.

Respectfully submitted,

WARREN THOMAS, M. D.

GRADUATION EXERCISES OF THE CLASS OF 1952

Turners Falls High School Auditorium

Thursday, June 19, 1952

PROGRAM

- | | |
|--|------------------------------------|
| PROCESSIONAL | |
| War March of the Priests | F. Mendelssohn |
| High School Orchestra | |
| HONOR ESSAY | |
| A Saga of the Forest | Alphonse A. Plaza |
| HONOR ESSAY | |
| Possibilities | Robert W. LeVitre |
| SELECTION | |
| Waltz — Gold and Silver | Franz Lehar |
| High School Orchestra | |
| COMMENCEMENT ADDRESS | |
| Very Reverend John A. O'Brien, S.J., President | |
| College of the Holy Cross | |
| PRESENTATION OF DIPLOMAS | |
| Arthur E. Burke, Superintendent of Schools | |
| PRESENTATION OF AWARDS | |
| George F. Wrightson, Principal | |
| Rensselaer Polytechnic Institute Medal | Alphonse A. Plaza |
| Clarence W. Allen Post No. 178 Medal | Damase Caouette |
| Becker College Medal | Elinor McClary |
| Turners Falls Rotary Club Award | Robert LeVitre |
| Turners Falls P. T. A. Scholarship | Joan Cyhowski |
| Olaf Hoff Jr. Scholarship | Phyllis Menter |
| Turners Falls Woman's Club Scholarship | Elizabeth Galvin |
| Class of 1913 Award | Patricia Siwizki |
| Class of 1945 Joseph J. Sheff Memorial Award | Henry Madden |
| Class of 1947 Award | Marilyn Kelly |
| Class of 1952 Award | Jeannette Paulin |
| Turners Falls A. C. Scholarship | Walter Naida 1950 |
| | John Stotz 1948 |
| Harvard Prize Book — Junior Award | David McLaughlin |
| Pro Merito Awards | |
| CLASS SONG | |
| | Class of 1952 |
| ALMA MATER | |
| | Student Body |
| RECESSIONAL | |
| Pomp and Circumstance | Sir Edward Elgar |
| High School Orchestra | |
| CLASS MOTTO | "Ability is the Poor Man's Wealth" |

LIST OF GRADUATES

Class of 1952

Turners Falls High School

-
- | | |
|--------------------------------|---------------------------------|
| Ralph Martin Akey | Frederick Joseph Lyman |
| Alberta Louise Arel | Henry Joseph Madden |
| Josephine Mary Banasiak | Stanley Walter Markol |
| *David James Beaubien | Mary Ann Marlowe |
| Margaret Elizabeth Bertrang | *Elinor Rose McClary |
| Damase Zepherin Caouette | / *Phyllis Claire Menter |
| David Richard Carlisle | *Mieczyslaw Stanley Mieczkowski |
| George Adrian Chagnon | George Francis Momaney |
| Ann Charron | Priscilla Jean Mullins |
| *Janice Marilyn Clark | Adelard J. Nadeau, Jr. |
| Gerald John Collins | Joyce Ann Nadeau |
| Paul Edward Conway | Nicholas Michael Nelson |
| Richard Earle Cosby | Norma Lea Newton |
| Martha Frances Cotter | xxRichard Baxter Newton |
| Patricia Ann Cray | Jeannette Theresa Paulin |
| Joan Irene Cyhowski | Raymond Joseph Paulin |
| Ethel May Engelhard | Robert Joseph Paulin |
| Edith May Fiske | Theresa Pearl Paulin |
| Shirley Ann Gallant | Anne Lucille Pelletier |
| / *Elizabeth Anne Galvin | Jean Catherine Petruski |
| James Herbert Gamlin | x *Alphonse Albert Plaza |
| William Charles Gay | Noreen Claire Powers |
| Raymond Kemel George | Joyce Marilyn Ptak |
| Elizabeth Ann Gillette | Robert J. Reil |
| Joyce Anne Guilbault | *Marilyn Grace Reum |
| Carolyn Ann Hawley | Frederick Francis Riel |
| *Dorothy Jane Hayde | Margaret Etta Robinson |
| Gerald Charles Hicks | Joyce Ann Roth |
| Ernest Franklin Houle | Norman Schneider |
| Dorothy May Johnson | Noreen K. Schwarz |
| Phyllis Sophie Kaminski | Rhea Mary Shulda |
| *Marilyn Helen Kelly | Alexander Frederick Sirum |
| Elizabeth Ann Keough | *Patricia Ann Siwizki |
| Bernard J. Kobera | Walter Joseph Sliva |
| Joan Mary Koch | *Regina J. Sojka |
| Chester F. Koscinski | Elizabeth A. Sopollec |
| Mary H. Koscinski | Marguerite Ethel Squires |
| *Regina Julia Kosewicz | Walter Francis Thompson |
| *Shirley Ann Kozik | *John Robert Thurston |
| xxHenry Anthony Kozloski | *Alice Marie Tibbetts |
| Stanley J. Krauz | Carl Everett Tompkins |
| Louise Janet Krusiewski | John Charles Urban, Jr. |
| *Allan Francis Lenois | Charles Adam Waseleski |
| Rosemarie Anne Lenois | Joseph Frank Zak, Jr. |
| x *Robert Winston LeVitre, Jr. | |

-
- * Members of Pro Merito Society
 x Honor Essayist
 / Honorary Membership Woman's Club
 xx Rotary Athletic Award

MONTAGUE PUBLIC SCHOOLS—MEMBERSHIP BY AGE AND GRADE—OCTOBER, 1952

Grade	Age	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Kindergarten	Boys	12	31	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	44
"	Girls	17	26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	43
Grade 1	Boys	..	33	50	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	86
	Girls	..	39	36	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	75
Grade 2	Boys	..	..	20	32	9	..	..	..	..	..	..	..	..	..	..	..	..	..	61
	Girls	..	..	25	5	5	..	..	..	..	..	..	..	..	..	..	..	..	..	55
Grade 3	Boys	..	..	..	20	35	6	1	..	..	..	..	..	..	..	..	..	..	..	62
	Girls	..	..	..	16	33	11	..	..	..	..	..	..	..	..	..	..	..	..	60
Grade 4	Boys	..	..	..	..	12	34	7	3	1	..	..	..	..	..	..	..	..	..	57
	Girls	..	..	..	..	29	21	4	..	..	..	..	..	..	..	..	..	..	..	54
Grade 5	Boys	..	..	..	..	..	15	27	11	1	..	..	..	..	..	..	..	..	..	54
	Girls	..	..	..	..	..	27	26	5	2	..	..	..	..	..	..	..	..	..	60
Grade 6	Boys	..	..	..	..	..	..	21	27	8	..	1	..	..	..	..	..	..	..	57
	Girls	..	..	..	..	..	..	26	31	6	..	..	..	..	..	..	..	..	..	63
Grade 7	Boys	..	..	..	..	..	..	..	12	23	9	..	..	..	..	..	..	..	..	44
	Girls	..	..	..	..	..	..	..	16	32	5	3	..	..	..	..	..	..	..	56
Grade 8	Boys	..	..	..	..	..	..	..	..	8	25	14	4	..	..	..	..	..	..	51
	Girls	..	..	..	..	..	..	..	..	10	23	5	1	..	..	..	..	..	..	39
Special	Boys	..	..	..	..	2	..	4	3	3	..	1	1	..	..	..	..	..	..	14
	Girls	..	..	..	..	..	1	1	..	..	2	1	..	..	..	..	..	..	..	5
Grade 9	Boys	..	..	..	..	..	..	..	..	..	15	34	5	4	..	..	..	..	..	58
	Girls	..	..	..	..	..	..	..	..	..	21	41	3	2	..	..	..	..	..	67
Grade 10	Boys	..	..	..	..	..	..	..	..	..	..	6	23	9	3	..	..	..	..	41
	Girls	..	..	..	..	..	..	..	..	..	..	17	35	5	..	..	..	..	..	57
Grade 11	Boys	..	..	..	..	..	..	..	..	..	..	..	6	17	10	..	1	..	..	34
	Girls	..	..	..	..	..	..	..	..	..	..	..	17	27	7	..	..	..	..	51
Grade 12	Boys	..	..	..	..	..	..	..	..	..	..	..	..	9	26	8	1	..	..	44
	Girls	..	..	..	..	..	..	..	..	..	..	..	..	..	18	21	4	..	..	43
Post. Grad.	Boys	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	2
BOYS		12	64	71	55	58	55	60	56	44	49	56	39	39	39	8	4			709
GIRLS		17	65	61	41	67	60	57	52	50	51	67	56	52	28	4	0			728
Total		29	129	132	96	125	115	117	108	94	100	123	95	91	67	12	4			1437

I N D E X

School Committee	3
School Calendar	8
Chairman of School Committee	9
Superintendent of Schools	14
Principal of Turners Falls High School	51
Physical Education Department	58
School Nurse	68
School Physicians	70
Graduation Exercises	72
List of Graduates	73
Enrolment of Public Schools	74

